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ABSTRACT

Mentoring programs enrich children's lives, help meet their need for positive adult contact, and provide one-on-one support and advocacy. Positive mentoring experiences have proved to be an effective tool to help youth overcome the risk factors that can lead to problems such as educational failure, dropping out of school, and involvement in delinquent activities. This report offers technical assistance and provides mentoring programs with specific information and resources to support efforts to offer the highest quality services to youth. It focuses on programmatic innovations that school-based mentoring programs have achieved including reduced operational costs, recruitment of non-traditional mentors, and an increased emphasis on academic success. Sections include information on the following topics: (1) building the foundation, goals, and responsibilities for partnering with a school; (2) tips on recruiting, screening and matching mentors; (3) providing orientation and training; (4) tips for monitoring and support; and (5) special considerations when working with schools. The appendix contains 27 sample forms and material on mentoring activities. (Contains 3 Web sites and 12 references.) (JDM)

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Technical Assistance Packet #1

NATIONAL MENTORING CENTER

ED 449 433

The ABCs of School-Based Mentoring

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NATIONAL

MENTORING

CENTER

Technical Assistance Packet #1

The ABCs of School-Based Mentoring

written by Linda Jucovy,
Public/Private Ventures

September 2000

in conjunction with:

OJJDP
Office of Juvenile Justice and Delinquency Prevention

P/PV Public/Private Ventures

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Scott Peterson, of the Office of Juvenile Justice and Delinquency Prevention, and Kay Davis, at Northwest Regional Educational Laboratory (NWREL), administered the project at their organizations. Suzie Boss edited the material at NWREL, while Michael Garringer designed and produced the manual.

Finally, we would like to thank the organizations that generously allowed us to use their materials. They include: Big Brothers Big Sisters of America; National Association of Partners in Education; Going to Bat for Tulsa Kids; the Richland One Mentoring Program; the Mentor Consulting Group; EDS Education Outreach; and YouthFriends.

U.S. Department of Justice

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Letter from the Administrator:

Mentoring programs enrich children's lives, help meet their need for positive adult contact, and provide one-on-one support and advocacy. Most notably, positive mentoring experiences have proven to be an effective tool to help youth overcome the risk factors that can lead to problems such as educational failure, dropping out of school, and involvement in delinquent activities, including gang crime and drug abuse.

In addition to providing direct funding support to local mentoring sites through the Juvenile Mentoring Program (JUMP), the Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides training and technical assistance through the National Mentoring Center at Northwest Regional Educational Laboratory (NWREL) to assist local mentoring programs in their efforts to strengthen the connections between children and caring adults in the community.

As part of this technical assistance component, OJJDP is supporting the development of eight mentoring technical assistance guides to be distributed periodically over the next twelve months in cooperation with Public/Private Ventures, Big Brothers and Big Sisters of America, and NWREL. These technical assistance guides will provide local mentoring programs with specific information and resources to support their efforts to offer the highest quality services to the youth they serve.

I am delighted to make this first mentoring technical assistance guide, The ABC's of School-Based Mentoring, available to mentoring program operators and staff. It focuses on the programmatic innovations that school-based mentoring programs have achieved, including reduced operational costs, the recruitment of nontraditional mentors, and an emphasis on school success. Upcoming technical assistance guides will continue to focus on other relevant mentoring issues, support effective program strategies, and encourage healthy and productive mentoring relationships.

Our goal is to provide every child with the opportunity to benefit from a one-to-one relationship with a caring adult. This guide and the seven to follow will serve as valuable tools for mentoring programs as they work to make that goal a reality.

John J. Wilson
Acting Administrator
Office of Juvenile Justice and Delinquency Prevention

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INTRODUCTION

The program director and I used to talk about what was wrong with the world, and we always used to say that if somebody could just hold these kids' hands sometimes—not drag them along, but just walk along with them—maybe a lot of them would find their way.
—Mentor, Washington, D.C.

Both research and common sense leave little doubt that youth need caring and consistent relationships with adults in order to navigate their way through adolescence and beyond. For many youth, however, there is no adult who is naturally available to provide this kind of support. Thus, public policy is encouraging, and organizations are increasingly developing, programs that create mentoring relationships. These relationships can make a significant difference in young people's lives. Evaluation results provide clear evidence that involvement in consistent, long-term, well-supervised relationships with adults can yield a wide range of tangible benefits for youth, including improved grades and family relationships and decreased alcohol and drug use.[1]

Given these positive outcomes for youth and the enormous number of young people who might benefit from the support of a caring adult, youth-serving organizations are eager to implement new mentoring programs or expand their current ones. To complement the traditional community-based model—where mentors and youth decide where and when they will meet—organizations are increasingly looking to school-based programs as a strategy for reaching larger numbers of youth.

The following material provides practical information for youth-serving organizations that want to implement new school-based mentoring programs or strengthen existing ones. Drawing on promising practices developed by organizations around the country and on initial research findings about this relatively new approach to mentoring, the material leads readers through the steps of forming partnerships with schools; designing their program; recruiting, screening, and training mentors and matching them with youth; and supervising and supporting the match once it is underway. It also includes worksheets to help guide planning, sample forms that programs can adapt and use, and a list of additional resources. Research on community-based programs has demonstrated that a strong infrastructure is necessary if the adult-youth relationships are going to be effective and make a positive difference in the lives of youth. The focus throughout this material is on building that infrastructure within the particular context of school-based programs.

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[1] Tierney, J.P., & Grossman, J., with Resch, N. (1995). *Making a Difference: An Impact Study of Big Brothers/Big Sisters* Philadelphia: Public/Private Ventures.

Sipe, C. (1996). *Mentoring: A Synthesis of P/PV's Research: 1988-1995* Philadelphia: Public/Private Ventures.

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But first, a few important questions:

WHAT IS SCHOOL-BASED MENTORING?

School-based mentoring programs generally have these four characteristics:

1. Teachers or other school personnel refer students who could benefit from adult friendship and support.

2. Mentors commit to meeting with the students for an hour a week throughout the school year.

3. Mentors meet one-to-one with the students at the school during the school day.

4. While mentors and students might spend some time on school work, they also engage in other activities (such as playing sports and games, exploring the Internet, doing artwork, writing a story, eating lunch together, talking) that help build a strong relationship.

Obviously, there is variation among programs. For example, some school-based programs allow and even encourage mentors to meet occasionally with youth outside of school. Some use group mentoring, where one adult meets at the school with several youth. There are advantages and drawbacks to any variations. Allowing a mentor to meet with a student away from the school provides opportunities for the youth to engage in new experiences and for the mentor and youth to develop a deeper relationship. At the same time, it has implications for recruiting and screening mentors (screening must be more rigorous), and for the cost of running the program (the costs will be higher). Similarly, group mentoring allows more youth to be matched with a mentor instead of being placed on a waiting list. However, it is not known what benefits group mentoring might have. The findings about positive outcomes of mentoring are drawn from youth in one-to-one relationships; the potential value of group mentoring is only now beginning to be explored. Thus, while the strategies and procedures described in this material can be adapted to a range of school-based mentoring programs, they are based on the assumption that your program will, most likely, be designed to include the four characteristics listed above.

WHY WOULD I WANT TO START A SCHOOL-BASED PROGRAM INSTEAD OF USING THE COMMUNITY-BASED MODEL?

Early research on school-based mentoring programs suggests they provide an opportunity to:

- **Recruit greater numbers of volunteers.** Because school-based programs require a shorter and less intensive time commitment than traditional community-based programs, they can attract categories of volunteers—such

as corporate employees, college students, and military personnel—with limited amounts of free time. And because the mentor-student meetings take place in the relative security of schools, the programs are also attractive to older adults and others who may be concerned about their physical safety.

- **Address the needs of children and youth who are most at risk.** Many of the young people who might most benefit from having a mentor are precisely those whose parents or guardians lead such stressful lives that they are unlikely to refer the youth to a community-based program. In school-based mentoring, teachers refer youth to the program.
- **Serve greater numbers of children and youth.** Because it should be relatively easier to recruit and screen mentors, more young people can be served. In addition, there is more cross-gender matching in school-based programs. Thus, a larger number of male youth—who tend to remain on waiting lists for long periods of time in community-based programs—can be matched.
- **Reduce program costs.** The cost per mentor-youth match is significantly lower in school-based programs than in community-based programs.

(See the chart at the end of this section for a comparison of characteristics of community-based and school-based mentoring programs.)

ARE THERE ANY DRAWBACKS?

Like everything in life, there are trade-offs when an organization chooses to implement a school-based, as opposed to community-based, mentoring program. School-based programs seem to be:

- **More suited for elementary schools than for middle and high schools.** Elementary schools are relatively small, and students are with the same teacher for most of the day, making it easier to schedule mentor-student meetings. In contrast, middle and high schools are usually large and administratively complex, and this has made it difficult for mentoring programs to gain entry. And once programs are officially accepted into a middle or high school, it may be difficult for mentors to arrange a regular time to meet with the youth because of the complexity of course schedules. In fact, mentors often find they can only meet with students in the cafeteria during lunch while students are eating.
- **Limited in the range of new experiences that mentors can provide to youth.** Because of the place-based nature of the meetings, school mentoring may not be a good approach for programs whose goals are to help youth develop job-readiness skills, provide career exploration opportunities, or expose youth to other experiences requiring activities that take place away from the school.
- **Limited in their ability to provide a youth with a mentor for an extended period of time.** High-risk children and youth tend to move

frequently, and when the move results in their enrolling in a different school, they are lost to the program (unless, of course, the program is also operating in the new school). In addition, some of the groups of people who might be recruited as mentors—for example, college students and military personnel—are themselves highly mobile and are likely to leave the program after a year. And finally, because of the difficulty of establishing mentoring programs in middle schools, students most often lose their mentor once they graduate from elementary school.

There is also the possibility that adult-youth relationships created through school-based mentoring programs could have less depth than relationships that develop through community-based programs. This is because each mentor-youth meeting is shorter (generally, one hour as opposed to the longer meetings that characterize community-based programs) and because mentors commit only for the length of a school year, typically nine months.

Research on community-based programs has found that a close, supportive relationship is the first step toward achieving positive changes in the youth's life as a result of having a mentor. Early indications are that relationships that develop in school-based programs are similar in quality to those that develop in the community-based model, but research in this area is still in its early stages.[2]

WHAT HAS RESEARCH SHOWN SO FAR ABOUT OUTCOMES FOR YOUTH IN SCHOOL-BASED PROGRAMS?

There have been two recent studies of school-based mentoring programs that are part of Big Brothers Big Sisters of America (BBBSA). In one, Public/Private Ventures examined two BBBSA school-based programs in order to gather preliminary information about the potential effectiveness of this approach to mentoring. The study found that "strong relationships can develop within the school context and these relationships can make a difference in the lives of youth."[3] In particular, teachers noted improvements in the students' behavior, attitudes, and self-confidence.

The second study, conducted by BBBSA, looked at outcomes for youth in five school-based mentoring programs. According to the teachers who referred youth to the programs:

- 64 percent of the students developed more positive attitudes toward school
- 58 percent achieved higher grades in social studies, languages, and math
- 60 percent improved relationships with adults, and 56 percent improved relationships with peers

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[2] Herrera,C., Sipe, C., & McClanahan, W. (2000). *Mentoring School-Age Children: Relationship Development in Community-Based and School-Based Programs* Philadelphia: Public/Private Ventures. Prepared for the National Mentoring Partnership's Public Policy Council.

[3] Herrera, C. (1999) *School-Based Mentoring: A First Look Into Its Potential* (p. 16). Philadelphia: Public/Private Ventures.

- 55 percent were better able to express their feelings
- 64 percent developed higher levels of self-confidence
- 62 percent were more likely to trust their teachers

In addition, students involved in the programs were less likely than their peers to repeat a grade, and their average number of unexcused absences dropped.[4]

School-based mentoring is clearly an important complement to more intensive community-based programs, and a promising strategy for reaching large numbers of at-risk children and youth. We hope the remaining sections of this manual help you plan and implement a program that fulfills the promise of mentoring.

By definition, a school-based mentoring program requires an active partnership with a school. Investing time to forge strong relationships with key school personnel might mean it will take longer to get your program up and running, but it is an investment that will pay off. The school will be supportive of your program and the mentors; and the mentors, in turn, will feel a greater commitment to the school and the youth.

[4] Curtis, T., & Hansen-Schwoebel, K. (1999). *Big Brothers Big Sisters School-based Mentoring: Evaluation Summary of Five Pilot Programs* Philadelphia: Big Brothers Big Sisters of America.

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CHARACTERISTICS OF COMMUNITY-BASED AND SCHOOL-BASED MENTORING PROGRAMS

Program Features	Community Based Programs	School-Based Programs
Operations	■ Has a long history of both research and practice, providing a strong base of well-defined "best practices" ■ Many programs ask for a one-year commitment of one to three meetings per month **Recruitment** ■ The longer history of traditional programs affords name recognition (e.g., BBBS), assisting with recruitment of mentors and youth ■ Wait lists can be extensive; in many cases, only half of those youth seeking mentors are matched **Screening, Training, Supervision** ■ Many potential mentors are lost through time-consuming, necessarily rigorous application and screening process; in BBBS, about 27 percent of potential volunteers are retained from inquiry to match acceptance (rate for school-based is 48 percent)	■ Programs are dependent on supportive schools ■ Volunteers are connected with a school community, not just one child **Recruitment** ■ Recruitment is easier given the model's ability to overcome obstacles of the community-based approach, offering: more perceived safety, less time and expense, more structure, less need for transportation, and free access to school amenities (e.g., library, computers) ■ Amenable to corporate collaborations that simplify recruitment (e.g., "adopt-a-school" programs in which employees are given one paid hour off each week to meet with youth in a targeted school) ■ Youth recruitment is less difficult, except in unsupportive schools and schools that support programs competing for youth involvement **Screening, Training, and Supervision** ■ School staff can assist with supervision
Youth and Volunteers Involved	**Youth Characteristics** ■ Most youth are referred by their parents ■ Boys and minorities have the longest wait before being matched with a mentor; more boys come forward and there are fewer male and minority volunteers ■ Many youth are from single-parent homes, many of which have had a history of family violence or substance abuse **Benefits** ■ Research with BBBS provides strong support for positive school-related outcomes, improvements in peer and parent relationships, and decreases in the initiation of drug and alcohol use and anti-social behavior; outcomes are particularly strong for minority girls **Volunteers** ■ Most volunteers are white, middle class, and 22-49 years old **Mentor-Youth Relationships** ■ Mentors are in contact with parents ■ Matches can engage in a wide variety of activities from playing sports to going to a museum or reading ■ Potential for more extensive, long-term individual contact is highest in this model	**Youth Characteristics** ■ Serves more youth with academic difficulties, more minority youth, more boys (in part, due to more cross-gender matching), and younger youth (because middle and high schools are more difficult to partner with) ■ Most youth are referred by teachers, reaching youth whose parents are too uninvolved or overwhelmed to get involved in other programs **Benefits** ■ Mentors are in contact with school professionals who can help target very specific academic and behavioral needs of youth ■ Research suggests positive school-related outcomes and improvements in general well-being (e.g., self-esteem, anxiety, popularity) **Volunteers** ■ Attracts and/or targets more minority, older adult, and youth mentors **Mentor-Youth Relationships** ■ Long-term relationships may be less likely, especially given high mentor and youth mobility; continuing matches have summer breaks ■ Matches have constant supervision and engage in activities limited to the place-based setting ■ Mentors are in contact with teachers; teachers' concerns are often central to match activities
Cost	**Average cost per match is about $1,543**	**Average cost per match is about $566 because of less complex screening, in-kind contributions from schools, and larger caseloads**

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PARTNERING WITH A SCHOOL: BUILDING THE FOUNDATION

You have to build relationships first. You can't just walk into people's offices and tell them what to do.
—Program Director, San Antonio, Texas

Organizations with experience building partnerships between schools and mentoring programs recommend following these key steps:[5]

1. **Identify any connections your organization may currently have to the school system or individual schools.** Talk to staff, board members, funders, volunteers, and current institutional partners to learn about any connections they have that could help provide access to the school district or individual schools. In addition, investigate to learn whether any local businesses have an Adopt-a-School program and are looking for someone to help them get their program focused and implemented. They can help provide access to the school—and an immediate source of potential mentors.

2. **Seek access to the highest-level decisionmaking authority available to you within the school district.** Your initial contact might be with the school district's board of education or office of the superintendent, at the subdistrict or school cluster level, or with an individual school.

3. **Show how your program will help achieve existing educational objectives.** In forming any partnership, you want to focus first on your partner's interests. Before approaching the school district or an individual school, identify the ways your mentoring program can contribute to existing educational plans or priorities. Use research findings to demonstrate the effects that mentoring can have on student attendance, attitudes, behavior, and grades. In addition, the state education agency or local school district may have an "umbrella" mentoring initiative underway or in the planning stage. If so, learn everything you can about it, and be ready to describe how your program will be a great fit.

4. **Find a "champion."** During your early meetings at the district level or with individual schools, identify a key supporter—someone respected in the schools who will help promote the program to other school personnel. In some cases, your champion might also collaborate in planning the mentoring project.

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[5] Much of the information that follows is drawn from effective practices identified by the National Association of Partners in Education, Inc., Big Brothers Big Sisters of America, and Public/Private Ventures. See "Additional Resources" for publications by these organizations.

5. **Get buy-in from key school-related groups.** The National Association of Partners in Education (NAPE) recommends connecting with:

   - The school district board or office of the superintendent—While you may not need official approval, you want officials to know about your mentoring program, and you also need to learn about any relevant district policies. In addition, superintendents may help you get buy-in from school principals.
   - Principals and counselors—Their cooperation and logistical support are obviously essential, and they will also encourage teachers to participate in the program.
   - Teachers—Teachers are often the last to hear about a new program in their schools. As NAPE stresses, you will "gain high marks by respecting their key role in the lives of students and their knowledge of which students may benefit from mentoring."
   - School councils and parent groups—Some school districts have adopted site-based management, in which school councils (sometimes working with parent groups) have authority and responsibility for individual school buildings.

   In your discussions with each of these groups, use research findings to emphasize the benefits of mentoring for students, teachers, and the school as a whole. While research on school-based mentoring is still in its early stages, the initial findings are very promising. (See the resource list for information on obtaining reports on evaluation findings.)

6. **Be alert to potential "turf" issues.** These could include conflicting work styles and different "languages" or professional jargon that interferes with good communication. They could also include issues such as the use of space in the school and use of equipment like copying machines and computers. There could also be potential turf issues with other outside programs that are operating in the school. Thus, it is important to find out what other programs are in the school so you can communicate with their staff early and avoid problems.

7. **Be sure there is a shared understanding of a mentor's role.** Mentors are not tutors; their primary roles are to become a friend to the youth and to be a caring and supportive adult. That relationship, in turn, may lead to positive outcomes for youth in a number of areas, including school performance. While some mentors might occasionally do some tutoring during their weekly meetings with youth, a focus on tutoring can frustrate the broader and longer-term goals of the mentoring relationship.

   To avoid problems once the program is up and running, it is important that principals and teachers are clear about, and supportive of, the mentor's role.

Particularly during the current emphasis on school "accountability"—which often focuses almost exclusively on raising students' scores on standarized tests—principals are under pressure to bring about rapid gains in schoolwide test scores. They may see your program as a way to help achieve the quicker results they perceive coming from tutoring, as opposed to the more indirect, friendship-based approach of mentoring. Teachers, too, are understandably often eager to have a mentor help the student with a particular assignment or work on a particular academic skill the youth is finding difficult. In fact, one of the major problems that school-based mentors face is receiving conflicting messages from the school ("please tutor this student") and from the mentoring program ("be a friend").

8. **Be sensitive to schools' concerns about the well-being of their students.** Schools are responsible for the students in their charge. While they might welcome the concept of mentoring, they need assurance that the mentors will be safe and responsible. It is important to stress that mentors will be carefully interviewed, screened, and trained before they are matched with students, and that they will be carefully supervised after the match begins. Schools, in turn, will need to be able to give these same assurances to parents.

WORKSHEET #1: OPENING THE SCHOOL DOOR

1. Who among your staff, board members, funders, volunteers, and current institutional partners has connections that could help provide access to the school district or individual schools?

2. Do any local businesses have an Adopt-a-School program? If so, could they help provide access to a school (and also become an immediate source of potential mentors)?

3. What are the current educational priorities and plans of the school district or school you are approaching?

4. How can you "sell" your proposed mentoring program to the school district or individual school? For example, what national research findings will you use to demonstrate the effects that school-based mentoring can have on student attendance, attitudes, behavior, and grades? What can you describe about your particular program to help school personnel understand its value?

5. How will you get buy-in from each of these key school-related groups?
   - The school district board or office of the superintendent
   - Principals
   - Counselors
   - Teachers
   - School councils and parent groups

PARTNERING WITH A SCHOOL: GOALS, ROLES, AND RESPONSIBILITIES

Michael could have been having the worst day in the world, and Martin [his mentor] could walk in and his posture would change and his attitude would change. He would be like that for a few days. And there is that pride that this person comes to see me... It's a big boost to the kid's social standing; the other kids respect them more.
—Teacher, Tulsa, Oklahoma

During your conversations with school personnel, you will have identified the school's major educational concerns and priorities, convinced them of the value of your mentoring program and your own reliability, and reached a conceptual agreement about operating the program in the school. Now it's time to get down to details.

To help you design your mentoring program and agree on those details, this section is organized around a series of questions that you and the school should ask, and answer, together.

WHAT ARE THE GOALS OF THE PROGRAM?

The goals of your program might not directly address school performance, but they should be aligned with the school's priorities and concerns. Examples of goals include: reducing students' truancy or tardiness, reducing school dropout, reducing teen pregnancy, improving student academic achievement, improving anger management or other life skills, improving students' classroom behavior.

Your program goals should be written and refined until they clearly describe the desired outcomes for youth participating in the program. The goals should be achievable and measurable. (Some goals, such as "improved self-esteem," are difficult to measure.) Setting clear goals will help you identify any special training your mentors should receive. It will also enable you to develop a strong evaluation plan that measures the program's progress toward achieving its goals.

WHAT WILL BE THE INITIAL SIZE AND SCOPE OF THE PROGRAM?

With any new program, it is always a good idea to start small and build gradually. While mentoring seems like an uncomplicated concept, mentoring programs need to develop a strong infrastructure to support the adult-youth relationships. In addition to the time it may take to build trust with your partner (the school), it requires time to develop and implement effective procedures for recruiting, screening, training, and matching mentors, and for monitoring and supporting the matches once the mentors and students have begun to meet.

Allow yourself a pilot year to solidify the partnership, build your program infrastructure, and learn from your successes and mistakes. As you work with the school to formalize your plans, you can address these questions:

- How many mentors will you match with students during the first year of the program?
- Will you recruit students from only one or two grades, or from all grades in the school?
- When during the school year will the matches begin?
- Will you continue to provide new mentors during the school year as teachers identify additional students who could benefit from one-to-one adult support?
- How often will mentors meet with students? How long will each meeting last?
- What is the length of commitment you will expect mentors to make to the program?
- Will you encourage mentors to return to the program and meet with their mentees during the following school year?

Don't promise more to the school than you will be able to deliver.

WHO ARE THE KEY STAFF RESPONSIBLE FOR THE MENTORING PROGRAM?

While you or someone on your staff will have primary responsibility for the day-to-day operations of the mentoring program, it is also important to have one person from the school who serves as a liaison. This helps ensure that lines of communication remain open between your organization and the school, and it helps promote buy-in from other school personnel.

Depending upon the amount of time she or he can devote to the mentoring program, the school liaison might also be responsible for, or help with, a number of important tasks. These could include providing the school orientation to new mentors, promoting the program to teachers, and participating in decisions about matching individual mentors and youth. (See Worksheet #3 at the end of this section for a fuller list of responsibilities.) During your initial discussions with the school, you might be able to identify someone who could be the liaison. It should be someone who has been at the school for at least a few years and who is not too overwhelmed by other duties. In some cases, a school counselor may be the ideal candidate.

WHAT IS THE ROLE OF THE PRINCIPAL AND TEACHERS?

It is obviously essential to have the support of the school principal, although her or his role will likely be limited to such activities as encouraging teachers to participate, explaining the program to parents, and speaking at mentor orientation sessions and recognition events.

Teachers, however, have a key role to play, although you must be careful to respect their workloads and inflexible daily schedules. In school-based mentoring programs, teachers generally:

- Refer students
- Help with the matching process
- Assist with support and supervision by communicating to the mentor and to the program the youth's perceptions of the match and progress made, and by letting the program know if the match is meeting inconsistently or if there are other problems
- Encourage parents of mentored youth to become involved in the program
- Participate in program evaluation, often by completing a questionnaire at the end of the school year about changes in the student who has been mentored

A teacher might also participate in deciding which available mentor would be best matched with a particular student.

WHAT ARE THE VARIOUS LEGAL AND LIABILITY ISSUES?

Be sure you and the school discuss potential liability issues and agree on how you are going to share responsibility. Issues to examine include: screening mentors, confidentiality, student safety, and mentor safety. Agree on the insurance coverages and limits each partner should have and the procedures that will be used for reporting and tracking any incidents.

ARE THERE ANY FINANCIAL AGREEMENTS THAT NEED TO BE MADE?

Schools, like mentoring organizations, operate on extremely tight budgets. Generally, a school's contribution to the program will be in the form of in-kind donations, such as space for mentor-student meetings and materials and equipment to use during the meetings. However, the school might be able to budget small amounts of money for such events as mentor recognition ceremonies. It might also consider budgeting a small incentive for the school liaison.

WHAT PROCEDURES WILL BE USED TO INFORM PARENTS ABOUT THE PROGRAM AND GAIN THEIR CONSENT TO HAVE CHILDREN MENTORED?

Work with the school to develop a form that parents sign to give permission for their children to have a mentor. In addition, develop procedures for communicating with a parent who hesitates to sign the form. The same assurances you have given school personnel about the qualifications of mentors in your programs are important to parents, too.

At the beginning of the school year, the school can inform all parents about the program by including a description in the school newsletter or other materials that parents receive, placing a flyer on a bulletin board near the school office, or having

brochures (created by your organization and endorsed by the principal) available for parents to pick up when they are at the school. Having this information should help parents buy into the program. However, it also creates a risk that parents will request mentors for their children—and these might not be the students you are targeting and the ones teachers would refer. Thus, you might want to give the school contact information for local community-based mentoring programs, so they are prepared to refer parents to those programs if they request mentors that the school cannot provide.

Finally, be certain to create accurate translations, if necessary, for informational materials and parental permission forms.

HOW WILL YOU EVALUATE THE PROGRAM?

How will you measure the accomplishments of your program and the effectiveness of the mentoring relationships? How will you and the school identify whether you have met the goals you have set? You will want to look at your program both on an ongoing basis and at the end of the school year to see if you have met your objectives.

You and the school should agree on what you want to measure. Examples include:

- The number of mentors who were matched with students
- The length of the matches
- Student, mentor, parent, and teacher satisfaction
- Outcomes for students (what changed—better attendance? improved classroom behavior? improved communication skills or life skills?)

You should also agree on how you will collect the information (for example, surveys, focus groups, mentor sign-in logs at the school, student report cards, school records).

Some of the data will be important for funders as well as for communities where you want to generate support and recruit additional mentors. The evaluation findings should also provide useful information that helps you recognize your strengths and build on them, and identify areas where you need to strengthen your efforts.

WRITE IT DOWN!

Develop a memorandum of agreement that clearly defines the goals of the program and describes the roles and responsibilities of your organization and the school. Oral agreements can be misunderstood when they are made, and they are easily reinterpreted later by one partner or the other. A written agreement helps ensure that both partners—the school and your organization—have clear expectations. (An outline for a memorandum of agreement is included in the Appendix.)

WORKSHEET #2: PARTNERSHIP GOALS, ROLES, AND RESPONSIBILITIES

1. What are the goals of the school-based mentoring program?

2. What will be the initial size of the program?

3. Who are the key staff responsible for the mentoring program? (See Worksheet #3 on the next page for help in identifying specific responsibilities of key staff members.)

4. What is the role of teachers?

5. What is the role of the principal?

6. What legal and liability issues do you need to explore?

7. What financial agreements need to be made between your organization and the school?

8. What procedures will be used to inform parents about the program?

9. How will you evaluate the program?

10. Have your organization and the school developed and signed a memorandum of agreement?

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WORKSHEET #3: RESPONSIBILITIES OF PROGRAM COORDINATOR AND SCHOOL LIAISON

Who in your organization has day-to-day responsibility for the school-based mentoring program? (That person might be called a program administrator or coordinator, or a case manager.) What staff member at the school acts as the program liaison? Who is responsible for what tasks? Which responsibilities will be shared?

Responsibility	**Program Coordinator**	*or*	**School Liaison**
Informs school staff about mentoring program and referral process			
Provides referral forms to school staff			
Arranges for space in school where mentor and student meet			
Works with teacher to identify best times for student to meet with mentor during the school day			
Accepts written referral of students from teachers			
Decides on the mentor-student match			
Sends parental permission form; handles any problems with its return			
Arranges first meeting between mentor and student			
Is present at first mentor-student meeting			
Has ongoing contact with mentor, student, teacher, and perhaps parent			
Recruits potential mentors			
Screens potential mentors			
Provides orientation to mentors			
Provides orientation to mentees			
Trains mentors			
Keeps track of mentor hours and performs other ongoing data collection			
Handles year-end data collection			
Responsible for mentor recognition			
Other: _____			

REVIEWING THE BASICS: TIPS FOR RECRUITING, SCREENING, & MATCHING

I'm more a brother or a friend, I guess, than a parent or anything. That's the way I try to act and be with him. I don't want him to think —and I don't think he does—that I'm like a teacher or a parent or something.... I don't want him to be uncomfortable, like I'm going to be there always looking over his shoulder and always there to report him for things he does wrong and that he tells me. I just want to be there as his friend to help him out.
—Mentor, Minneapolis

The first goal of mentoring programs is to foster strong relationships between mentors and youth; those relationships, in turn, can lead to positive changes in youth's lives. Programs have learned that the foundation of those strong relationships is built through strategic recruiting and careful screening and matching. This section describes effective practices for school-based programs in each of those areas. It also includes a brief discussion about referring students to the program.

RECRUITING MENTORS

Recruiting mentors is an ongoing challenge. In most communities, there is increased competition for volunteers—especially for people who possess both the available time and the kinds of personal characteristics that are required of mentors. There are no easy solutions for dealing with the challenge of recruiting sufficient numbers of qualified mentors, but the following strategies can improve your chances of success:

1. **Identify features of school-based mentoring that may have particular appeal to volunteers.** All mentoring programs offer volunteers an opportunity to make a difference in the life of a child or youth, to learn new skills, and to have fun. But school-based programs have particular characteristics that can make them especially appealing to some volunteers. School-based mentoring programs:

   - Require less time from mentors, including both the length of each meeting and the overall length of the commitment
   - Are highly structured, with regularly scheduled meeting times for each mentor and student
   - Have meetings that all take place during the day and in the relative safety of the school
   - Do not have meetings during the summer and other school vacations

2. **Identify your target audiences.** Programs have found that those characteristics of school-based programs can help them attract volunteers who do not feel comfortable about serving as a mentor in a community-based program, or do not have the available time to make the commitment that community-based programs require. These groups of potential mentors include:

   - Older adults, who may be concerned about their safety in community-based programs
   - Employees, whose businesses might offer one hour a week free time or flex time so they can mentor students in a nearby school
   - Military personnel, who generally do not have the available time required by community-based programs and are too mobile to make a long-term commitment
   - College students, who typically do not have large blocks of free time and are generally not available in the summer

   In addition, some programs have begun to recruit high school students to mentor elementary-aged children. Many states or school districts now have service-learning requirements for graduation, and serving as a mentor may be one particularly rewarding way that students can fulfill these requirements. Note, though, that high school students who serve as mentors will probably need some additional training, or different training, than adult mentors, and they will also require additional match supervision and support. (The Appendix includes suggested interview questions specifically geared to high school students.)

3. **Identify the most effective way to reach those audiences.** The general strategies for recruiting mentors range from the uncomplicated and cost-free to the more complex and relatively expensive. They include word-of-mouth; information tables at community events; presentations to community groups, organizations, and businesses; recruitment meals, such as potluck dinners or breakfasts that include presentations about your program; print materials, such as posters and brochures; articles or press releases in local and community newspapers or organizational newsletters; and paid advertisements in the media, or radio and television public-service announcements.

   Recruiting for school-based programs provides an opportunity to target your approaches to the particular groups of people who are most likely to be attracted to the features of place-based mentoring. You can do outreach to these groups in a variety of ways, including:

   - To recruit older adults — 1) Make connections with senior centers located near the school. 2) Contact local chapters of the American

Association of Retired Persons (AARP) and the Retired and Senior Volunteer Program (RSVP). A good place to get initial information about these organizations' volunteer programs is at their Web sites (for AARP, go to www.aarp.org/volunteerguide; for RSVP, go to www.cns.gov and then click on "Senior Corps"). 3) Make connections with unions—including teachers' unions—to explore their retired members' interest in volunteering.

- To recruit corporate employees — 1) Ask the school if it is currently working with a local corporation or has any kind of affiliation with local businesses. 2) Identify which local corporations currently have programs that provide flex-time so employees can volunteer during the work day. 3) Contact the community relations manager at local corporate offices to learn about the corporation's volunteer interests, programs, and policies, and to find out whether the corporation would be interested in learning more about your mentoring program.
- To recruit college students — 1) Identify which local colleges and universities have service-learning requirements. 2) Explore the possibility of connecting with early childhood education courses and education degree programs as a source of potential mentors.

Wherever you decide to focus your recruitment efforts, remember that building relationships is a key factor in developing effective linkages with organizations that can provide help. Whether those organizations are senior centers, corporations, unions, or colleges, the process of developing trust requires patience and persistence.

4. **Create your recruitment message.** It is a good idea to develop a consistent, but adaptable, recruitment message you can use to "sell" your program to both organizations that can help you with recruiting and to the potential mentors themselves. Consider the following questions as you think about how you can appeal to your audiences:

   - Why do people volunteer to become mentors?
   - What characteristics of school-based mentoring programs might further motivate people to volunteer?
   - What is it about your program's mission, goals, and population of participants that would motivate people to volunteer for your specific program? What successes has your program had to date that can convince people it is worth their contribution of time?

While your message will be consistent, you will also want to adapt it so it strikes a particularly responsive chord among people in the specific group you

are targeting for recruitment. Older adults, for example, might be concerned about their safety, and you would want to emphasize the place-based nature of school mentoring programs. Some people might believe they can't afford to become a mentor because they think they would be expected to buy gifts for their student, and you would want to note your program's ground rules about gift giving. Other people might think they need particular skills, and you would want to describe the mentor's role and the training all volunteers receive.

In addition, when you meet with corporate community relations managers to enlist their support in recruiting from a business, be sure to talk about the benefits that corporations report they gain from having their employees serve as volunteers in the community. These include improving a company's public image, improving employee teamwork, and increasing employee morale and job satisfaction.[6]

5. **Provide good customer service.** As you recruit, be sure your program is ready to respond to the people who are interested enough to contact you for more information or to apply to become mentors. While that point seems obvious, programs, at times, set up unintentional barriers that discourage the very people they are trying to recruit. Every contact with the public leaves an impression about your program. Having a good recruitment message and getting it out to the right places are not enough. Your program has to be sure that it appears friendly and inviting to the people it is recruiting—like any successful "business," it has to provide good customer service.

   Your program should always be prepared to respond to inquiries from potential mentors, even during periods when you may not be actively recruiting. Have someone on your staff who is specifically responsible for responding to initial telephone inquiries, and develop guidelines for the staff member to follow. (These guidelines could include asking the caller how she or he heard about the program so you can track which of your recruitment strategies are working.) Have materials ready to mail to people who call. These could include materials about your program and its goals, a mentor job description, an explanation of your screening process, and an application form. Finally, be ready to follow up. If a caller completes and returns the application, be prepared to take the next steps.

SCREENING MENTORS

The purpose of the screening process is to separate safe and committed applicants from those who would not be successful mentors. Within the context of that large purpose, each program's screening policy for mentors needs to be appropriate for the program's goals, characteristics of the youth it serves, and other program features.

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[6] Points of Light Foundation. (1999) *Corporate Volunteer Programs-A Strategic Resource. The Link Grows Stronger* Washington, DC: Author.

Your screening tools should include a written application; a face-to-face interview; references from friends, co-workers, and/or an employer; and criminal records and child abuse registry checks. These tools will allow you to screen for safety and for suitability, and also help you develop a profile of the applicant's interests and strengths that you can use for making decisions about matching the applicant (if he or she becomes a mentor) with a student.

SCREENING FOR SAFETY

To protect youth from risk, and to protect the organization from liability, each program must develop a process for screening potential mentors to be sure they are safe. Establish screening requirements based upon your program design and youth's exposure to risks. Most importantly, determine whether your school-based mentoring program is likely to ever include contact outside of school—this will affect your screening policy. If all contact between the mentor and student will take place at the school, screening for safety can be somewhat less intensive than for community-based programs. In particular, you will not need to do a driver's license check or make a home visit.

The process of screening for safety should include:

- A criminal history records check and child abuse registry check
- Checking references
- A personal interview

In addition, you are responsible for learning whether there are any state, local, or school district requirements concerning safety checks for volunteers who work with children or youth. Some states, for example, require fingerprint-based criminal records check, and a number of localities require tuberculin tests.

Who Will You Screen Out?

Develop a list of disqualifying offenses. Ask: "Given the program's goals, the youth it serves, and the settings where the mentor-mentee meetings take place, what offenses would disqualify someone from being a mentor?" Also identify mitigating circumstances to be taken into account. For example, you might include "drug convictions" as a disqualifying offense. But if an applicant was convicted 10 years ago, at the age of 17, for possession of marijuana and has no later criminal record, then his age at the time of conviction and the absence of later convictions could be mitigating circumstances because it is reasonable to expect the behavior will not recur.

Note, however, that youth-serving organizations generally agree that anyone who has ever been convicted of a violent crime should be permanently barred from being in a volunteer role where there is substantial contact with children or youth. "Violence"

includes sexually exploitive behavior. In addition, your state, locality, or school district may have regulations that automatically bar people who have been convicted of particular crimes.

SCREENING FOR SUITABILITY

Your program might want to identify specific "suitability" criteria for mentors that are directly related to the program's goals and the characteristics of the youth it serves. However, there are three essential qualities that all mentors, in all programs, need to possess in order to establish the kind of trusting relationship that can make a difference in a youth's life:

1. **They need available time.** While all applicants believe they have the time to mentor, one purpose of the screening process is to make sure they are being realistic. However enthusiastic they may be about mentoring, if they are too busy to maintain the meeting schedule there is potential damage to the youth, who could feel abandoned by yet another adult.

2. **They have to be dependable.** A second key quality that mentors have to possess is "dependability." In fact, they need to be both physically present and emotionally dependable. Early in the relationship, a youth is likely to test his or her mentor in order to discover whether the mentor is just another adult who fails to come through. The mentor has to pass this test by regularly showing up for meetings, despite whatever obstacles the youth may create. In addition, mentors need to be emotionally dependable. They need to maintain their interest in the youth and his or her well-being over a period of time. During the screening process, you will want to learn whether applicants have a history of following through on their commitments, or whether they are people who become excited about something and then lose interest and fade away.

3. **They need to have a developmental attitude toward youth.** Do applicants see their role as "fixing the youth's problems" or as helping the youth to grow? During the screening process, it is important to gain an understanding of applicants' sense of a mentor's role and their expectations for the relationship. Applicants who seem controlling or judgmental, or who expect to transform the youth's life and believe they will see a rapid improvement in behavior, are likely to have great difficulty developing a meaningful relationship with the youth. Youth will walk away from the relationship because the mentor will become just another adult telling them how to be and what to do. Or the mentors themselves will become frustrated because they see no magical results, and they will give up on the relationship.

The written application, face-to-face interview, and reference checks should, together, enable you to assess an applicant's suitability. (The Appendix includes a sample application and suggested interview questions.) Throughout the process,

be sure that applicants have CLEAR EXPECTATIONS. While describing the potential benefits of mentoring, also be straightforward about the potential challenges. Otherwise, if mentors later run into problems, they will be more likely to drop out.

Who Will You Screen Out?

As you go through the process of screening for suitability, be alert to applicants who:

- Don't have enough time, or have work schedules or other responsibilities that may make it difficult for them to show up reliably at the assigned meeting times
- Seem to have a history of not following through on commitments
- Seem to be volunteering because they think it will help their status in the workplace
- Believe they can transform the student
- Hold rigid opinions and do not seem open to new ideas
- Seem too concerned about what a mentee can do for them, or want to be a mentor so they can work out problems from their own past

These people should be offered other, non-mentoring volunteer opportunities with your program or screened out entirely. In some cases, people with a "fix-the-youth" attitude might make good tutors, and you could refer them to a tutoring program at the school.

REFERRING STUDENTS

When you meet with the school, discuss their priorities, and define the goals of the mentoring program, you most likely will also identify the kinds of students who will be asked to participate. The following questions can help you plan the process of recruiting and preparing those students:

1. **What are the criteria for selection?** For example, will the program target students who have behavior problems? Are underachievers? Are new arrivals in this country and are having difficulty getting comfortable? All of the above?

2. **Who will make the referrals?** Generally, teachers or counselors recommend students for the program. The school must then send a permission letter home to the parents or guardians.

3. **How will students be introduced to the idea of having a mentor?** Who will talk to them? What will they be told about the mentor's role? Having a mentor is rarely a stigma for elementary-age children. In fact, it often gives them instant status in the classroom, but could be perceived as a stigma by some older youth.

4. **What ground rules must the students (and their parents) follow?** The ground rules have to be clear—when meetings will occur; where they will occur; whom the student can contact if there is difficulty in the mentoring relationship; rules on gift-giving (none? limited?) and asking for money (absolutely never); whether the mentor and mentee can exchange telephone numbers and addresses (many programs do not allow this because of potential intrusions on the mentor's time and the effect on screening requirements and potential liability issues).

The school will want to decide whether to hold a brief orientation session for groups of students who have been matched with mentors in order to talk about expectations and ground rules, or whether the teacher or school liaison will meet with students individually for this purpose.

(The Appendix includes teacher referral forms, a sample mentee contract that lays out ground rules, and a sample permission letter.)

MATCHING STUDENTS AND MENTORS

A thoughtful matching process will increase the chances that the mentor and student will develop a strong and fruitful relationship. While matching is more an art than a science and will always rely, to an extent, on instinct, the process should include these steps:

1. **Decide on match criteria.** There are no "right" criteria for matching mentors with students—they will differ among programs, based on program goals and characteristics of the youth the program is serving. However, these are some points to consider:

   - Matching by shared interests (to the extent possible) helps the relationship get off to a good start. You should get a profile of the mentor's interests, skills, and strengths during the application process; you can similarly have the teacher or student complete a profile of the student's interests, needs, and strengths.
   - Some programs have strong feelings about cross-race matching, but research has found that mentors and youth in cross-race matches develop equally strong relationships as those in same-race matches. Race does not seem to make a difference.[7]
   - Many school-based programs use cross-gender matches, which are rare in community-based programs. Since there are typically more female than male mentors, cross-gender matching means more male students can have a mentor. (Minority males generally are the majority of youth on waiting lists in community-based programs.)

[7] Grossman, J., Rhodes, J. & Reddy, R. (2000). [Untitled manuscript in preparation] Philadelphia: Public/Private Ventures.

2. **Determine who will make the decisions about matching students and mentors.** Will it be the program coordinator or case manager? The school liaison? The teacher who referred the student? Or will it be a shared responsibility? In making decisions about a match, focus first on the interests and needs of the particular student, and then take into account the mentor's skills, interests, and preferences. The youth, after all, are the people at the center of your program.

3. **Remember to take school logistics into account when making decisions about matching.** Logistics may determine when during the school week a student is able to meet with a mentor; the mentor then has to be available to be at the school at that particular time.

Some programs do not decide on the matches themselves. Instead, they hold a "get-acquainted" event for all potential mentors and mentees and allow "natural" pairings to take place.

WORKSHEET #4: RECRUITING MENTORS

1. How many new mentors do you ideally want to recruit? How many can you realistically plan to recruit? By what date?

2. What groups are you targeting for recruitment (for example, older adults, corporate employees, college students)?

3. What strategies will you use to reach those audiences?

4. What is your recruitment message? How will you adapt it to each of the groups you are targeting for recruitment?

5. What steps has your organization taken so it is ready to provide "good customer service" to people who respond to your recruitment efforts?

WORKSHEET #5: SCREENING MENTORS, MATCHING THEM WITH YOUTH

1. What tools will you use in your screening process? (For example, a written application? A face-to-face interview? A criminal records check?)

2. What are your eligibility criteria for mentors? Why is each of these criteria important?

3. What are your criteria for deciding on the match between a mentor and a student? Why is each of these criteria important?

4. How will you gather information about the mentor and student that you need for deciding on a match?

5. Who is responsible for making the match decisions?

STARTING THE RELATIONSHIPS: PROVIDING ORIENTATION AND TRAINING FOR MENTORS

The main thing at first was just gaining trust—that trust that she would confide to me. That was important first. I had to let her know that no matter what, she could tell me anything and I'd believe her and trust her and I'd support her. I think that's what these kids need... I think it just takes a long time to build up a trust.
—Mentor, Columbus, Ohio

Being a mentor might feel like a natural role for some people, but mentoring is not always easy. It requires time and patience to develop a trusting relationship with a youth. Training is essential to help all mentors succeed in their role. In fact, a commitment to participate in training should be required of applicants during the screening process.

This section provides an overview of areas in which programs should prepare their new mentors as well as suggestions about topics for additional training sessions during the course of the year. Several excellent mentor-training curricula are available for programs to use and adapt; they are listed in the Additional Resources section.

DELIVERING A SCHOOL ORIENTATION SESSION

One area in which mentors need to be prepared concerns the school itself. New mentors should receive an orientation to the school, at the school. Here is one possible agenda:

1. **Introduce school faculty and staff.** This includes the school liaison (explain her/his role), principal, counselor, key teachers, and the school secretary.

2. **Have the principal or district superintendent talk about the importance of the mentoring program to the school.** As part of this presentation, the principal can describe the school's educational philosophy, its expectations of students, and any special instructional programs in the school, such as an elementary school's approach to teaching reading.

3. **Provide practical information about the school.** This includes the daily schedule (when the bells ring), school holidays, where to park, the layout of the building, the options for places where mentors can meet with students, where to eat lunch, how to use school telephones, and which restrooms are for adults.

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4. **Describe any school procedures and rules that apply to mentors.** For example, how do mentors access equipment (such as computers or basketballs) or materials (such as paper, colored markers, books) that they want to use with their mentee during a meeting? Is there a log where they should sign in when they come to meet with their mentee and signout when they leave? Are they supposed to wear a name tag when they are in the building?

5. **Describe procedures for communicating with the school.** When are teachers available to talk with mentors? Whom do mentors contact if they have to miss a meeting with their mentee? (Someone at the mentoring program? Someone at the school?) Who will contact the mentor if the mentee is absent from school on the day of a scheduled meeting?

6. **Describe the program's ground rules.** Examples of possible ground rules include: all mentor-youth meetings take place at the school; gift giving is only allowed on special occasions, such as birthdays, and no gift can cost more than $10; mentors are held to strict standards of confidentiality. (The Appendix includes sample procedures and ground rules.)

7. **Take mentors on a guided tour of the building.** Have students lead the tour.

8. **Have the group reassemble in a space where they can enjoy food and informal conversation.** While you will have allowed plenty of time throughout the orientation for questions and answers, this is an opportunity for mentors to ask questions more informally.

Be sure to give written materials to the mentors that include the major points of what has been presented during the orientation.

TRAINING MENTORS

Like anyone stepping into a new job role, mentors will be more likely to succeed if they participate in useful training sessions. There are some areas in which all programs should provide training for their mentors, although the specific content of those trainings will vary depending upon the characteristics of the youth a program serves, characteristics of their mentors, and program goals. These areas include both information mentors need to acquire and skills they should develop. They include:

1. **Mentors' responsibilities to the youth and to the agency.** This includes clarifying the purposes of mentoring in your program (friendship, but beyond that, what? Improving classroom behavior? Building self-confidence? Improving academic performance? Developing interpersonal skills?); legal and liability considerations and their practical implications (for example, are mentors allowed to give students their phone numbers? Do all meetings take place on school grounds with no exceptions? What should a mentor do if the mentee

reveals child abuse?); confidentiality issues; other ground rules; and information about how relationships will be supervised and supported.

2. **Information about the youth who participate in the program.** This includes information about developmental characteristics of children and youth who are the age of your program participants; the kinds of issues, in general, students at the school have to deal with (such as family violence, peer pressure, drugs and violence in the community); the ways those problems can manifest themselves in students' behavior and attitudes; and the kinds of strengths the students have.

3. **Mentors' roles and expectations.** While your program might carefully screen out potential mentors who have a "fix-the-youth" mentality, it is still important for all new mentors to spend time thinking about and articulating their roles and expectations for the relationship. New mentors should also be introduced to principles of positive youth development—building on students' strengths rather than "fixing" their problems—so they can see their own role in this larger context.

4. **Building relationships.** This includes practical advice on how to start the relationship; exploring the kinds of approaches that will help them build trust with the youth; and activities the mentor and student can do together. (See the next page for a list of suggested activities; in addition, the Appendix includes descriptions of ice breakers to use during the first meeting and examples of goal-setting activities.)

5. **Communication skills.** "Listening" is the single most important skill a mentor can possess. Programs should provide all their mentors with training in listening skills and other aspects of effective communication, including being non-judgmental. (As Calvin Coolidge said, "No one ever listened himself out of a job.")

In addition to these areas, there may be particular skills that mentors in your program should develop. For example, if the mentees are elementary-age children and mentors will spend some of their time reading aloud with them, you might want to arrange for a reading specialist to provide training in this skill.

And, finally, during the application and screening process, ask potential mentors what their concerns are about being effective and what training would be useful for them.

If programs provide two, two-hour training sessions for their mentors before they begin to meet with youth, they should be able to cover the information and skills included in these topics. These trainings could be facilitated by program staff or

continued on page 33

ACTIVITIES: WHAT CAN A MENTOR AND STUDENT DO TOGETHER?

- Research and talk about famous people who used their abilities to get ahead
- Make greeting, get well, or holiday cards to give to other people
- Interest the mentee in games, math, and different books each week
- Look at magazines for students with low reading levels; they offer many things to talk about and help the student with self-expression
- Share your own life experiences
- Tell the mentee about your work and how you reached this position
- Remember the mentee with a card or a little cake on his or her birthday
- Just talk together for an hour
- Attend the holiday concert or other school activities
- Share your school experiences when you were the same age
- If a student has trouble sitting still, let him or her work off energy by running in the gym for the first half-hour of the meeting, then play computer games together for the second half-hour
- Bring in a proverb a week to discuss
- Bring in construction paper, scissors, glue, and magazines with lots of pictures, and have the student create a collage about himself or herself
- Read the newspaper together
- Play a musical instrument or learn one together
- Color
- Work on the computer at school
- Play sports or discuss your favorites
- Play chess and/or games; stress following rules and good sportsmanship
- Write stories together
- Fly a kite
- Walk outside to the playground or sit under a tree
- Have a picnic outside
- Build a model
- Plan an activity with another mentor and mentee
- Listen, listen, and listen
- Just be a friend
- Bring in a photo album from home and share pictures of family, house, and pets
- Discuss favorite hobbies
- Buy your mentee a small journal or notebook; write down thoughts and feelings during the week and share them when you see each other
- Swap photos of each other
- Read, read, read

(List developed by Dr. Susan Weinberger of the Mentor Consultant Group for a school-based program in Norwalk, Connecticut.)

co-facilitated by staff and a current or former mentor. If you have recruited mentors from a particular business, you might be able to hold the training sessions during lunch time at the business location. Similarly, if you have recruited from a military base, senior center, or college, the sessions could be held in those locations.

ONGOING TRAINING

While you do not want to make too many additional demands on mentors' time, it is a good idea to have several training sessions during the school year. These can also function as "support groups" where mentors share their successes and help one another with problems they may be facing. While the topics of these trainings will vary from program to program, they might include:

- Diversity and cultural sensitivity
- Skills for setting limits with their mentee
- Problem-solving skills
- Conflict resolution
- Strategies for dealing with issues that might arise with their mentee's family
- Child abuse, including neglect
- Teen sexual activity and pregnancy
- Alcohol and other drug issues
- Domestic violence

In addition, as the school year approaches its end, mentors who will not be continuing with their student during the following year should receive training in closing the relationship. (See the next section for information on this subject.)

WORKSHEET #6: TRAINING MENTORS

1. What information do your mentors need to acquire? What skills should they be developing?

2. How much training will you require for new mentors? What topics will it address?

3. When will trainings take place? Before the mentor and youth first meet? Early in their relationship?

4. Will you provide ongoing training opportunities for mentors during the school year? What topics will the trainings address?

HELPING THE RELATIONSHIPS GROW: TIPS FOR MONITORING AND SUPPORT

You have to be the type of person that's not going to be discouraged. You want to throw in the towel so often, especially when you feel like you're not getting through. The kids are so used to people not sticking around that they figure, well, this is just another one.
—Mentor, Philadelphia

The adult-youth relationships created through programmatically arranged matches are, in a sense, both natural and unnatural. Being a mentor—a friend, listener, role model, supporter—comes naturally to many adults at work, in their extended families, or in their communities. But mentoring in a programmatically created relationship may require from adults some additional skills and inner resources.

Youth who are matched with mentors typically are facing many challenges in their lives, and they may have a realistic distrust of adults. Especially early in the relationship, the youth may be unresponsive (not showing up for meetings, barely talking), sending a message that seems to mean the mentor is unimportant. Even when mentors are able to help the relationship past this early stage, the youth may often continue to seem uncommunicative.

In addition, there is always at least some social distance between the mentor and youth. There are age differences, and in many cases, racial, ethnic, and socioeconomic differences, as well. Mentors have to be able to respect these differences and resist the temptation to impose their own values. Their goal is not to transform youth, but to help them grow: to help them discover their strengths and develop self-confidence, to help them feel they have a place in the world and a meaningful future.

A program's role in helping this happen by no means ends once the mentor and youth begin to meet. In fact, active supervision and support from program staff are essential for helping the mentor-youth relationships develop and grow. This section first looks at these ongoing programmatic responsibilities and then discusses strategies for dealing with the end of the school year, when mentors and students stop meeting.

SUPERVISING THE MATCHES

To facilitate the success of matches, programs will want to set up a regular schedule of contacts between staff members and mentors, students, and teachers. While the frequency of these contacts is likely to vary from program to program, depending upon available resources, it is a good idea to check in with each mentor and student

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once a month, and with the teacher at least once every three months. (High school students who are mentors require additional monitoring and supervision. One agency that matches high school-age mentors with elementary school children contacts each of those mentors three times during the first six weeks of the match, and then once a month after that.)

Your organization, rather than the school, should have primary responsibility for this supervision. One advantage of school-based programs is the relative ease of arranging face-to-face conversations with key match participants because program staff can meet with them in the school. In addition to these more formal conversations, your school liaison can also monitor the relationships by informally checking in with teachers and students to learn what is going well and whether any problems are developing.

The goals of supervision are essentially consistent across programs. The first goal is to make sure the mentor and student are meeting. In school-based programs, you can easily keep track of how frequently each pair is meeting by having a log book at the school where mentors sign in. The log can serve an additional function: be sure it has space where mentors can write notes to you about what is working and any challenges they are facing. The second goal of monitoring is to learn if the mentor-student relationships are developing and to help mentors, students, and teachers resolve any problems that may be arising. (See the next page for suggested questions to ask as a way of gathering this information.)

COMMON ISSUES

Programs have found that these seven issues are among the most frequent problems in school-based mentoring:

1. **Mentors are getting conflicting messages from the program and the teacher.** During mentor orientation and training, programs stress "friendship" as the basis of the mentor-student relationship. But some teachers may push the mentor to primarily serve as a tutor.

   Possible solutions: 1) Have a brief orientation session for teachers so they understand the program, the reasons why it is friendship-based, and why mentors might occasionally do some tutoring but it should not be their primary activity. Ideally, the orientation can be held during teachers' preservice time before the school year begins. 2) During training, work with mentors to develop strategies for dealing with this situation if it arises. 3) Provide mentors with ideas for activities they can do with their mentee instead of tutoring.

2. **The mentor is not meeting with the student every week.** The first responsibility of every mentor is to meet consistently with the mentee. Children and youth in mentoring relationships are often precisely the same young people

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CHECKING IN: WHAT YOU CAN ASK

In order to support and monitor the relationship, it is important to check in with mentors and students once a month and with teachers at least once every three months. (These check-ins should take place more frequently during the first few months of the match, when problems are most likely to occur.) These regularly scheduled check-ins allow you to see if the mentor-student relationship is developing and if there are any problems, or potential problems, that need to be addressed. These are among the questions you could ask to collect that information:

THE MENTOR

- What have you and the student been doing during your weekly meetings?
- What would you like to change about the visits or activities?
- How well do think you're communicating with each other?
- Do you feel that the student is responding to the friendship?
- How do you think the student is doing in school, home life, relationship with parent, siblings, peers?
- What changes do you perceive in the child, both positive and negative?
- Are you satisfied with how things are going?
- How are things going with the teacher and other school staff?
- Is there any training you think would be helpful for you?
- Is there anything else we should be aware of?

THE STUDENT

- How often do you see your mentor?
- What do the two of you do together?
- Do you like talking to your mentor?
- Is there anything you would like to change about the visits?

THE TEACHER

- What do you think of the student's weekly activities with the mentor?
- How would you like to see the activities change?
- How do you think the student feels about the mentor?
- How is the student doing in school?
- Have you observed any positive or negative changes in the student?
- Is there anything else we should be aware of?

who have suffered because of the lack of a consistent adult in their lives. Inconsistent mentors will not be able to earn the student's trust and build a relationship. Showing up for each meeting is particularly important in school-based programs because of the scheduling and time constraints; a missed meeting cannot be rescheduled.

Possible solutions: 1) Find out why the mentor is missing meetings: Lack of interest? Feeling discouraged with a perceived lack of progress in the relationship? Feeling overwhelmed by the student's problems? Then ask what additional training or support would be helpful for the mentor. 2) If the planned time of meetings has become difficult because of a change in the mentor's schedule, work with the mentor, student, and teacher to arrange a different time for the mentor and student to meet. 3) Recognize that the match may have to be closed, and try to identify a reliable mentor with whom the student can be rematched.

3. **The student is missing meetings because of absenteeism from school.** Evaluations of school-based mentoring programs suggest that even students with significant absenteeism are likely to attend school on the day they are scheduled to meet with their mentor. However, some students may frequently be absent on meeting days, and this becomes discouraging to the mentor and reduces the opportunity to form a strong relationship.

   Possible solution: Meet with school staff to identify whether there are particular days of the week when the student is most likely to be absent and particular days when he or she is more likely to be in school. Then find out if the mentor can change the day of the meeting.

4. **The mentor feels frustrated by a perceived lack of impact on the mentee.** All volunteers want to know that their time and effort are making a difference. Mentors in school-based programs may feel particularly discouraged if they believe they are not having an impact on their mentees' school performance, including grades and behavior.

   Possible solutions: 1) During mentor training, emphasize that positive change in the youth will probably not happen suddenly. It takes time to develop the kind of trusting relationship that ultimately brings about change. 2) During regular check-ins with mentors, be sure to provide feedback by describing comments the mentee and teacher have made about the mentor's positive effects.

5. **The mentor wants permission to meet with the mentee for a special activity away from the school.** Each program will have developed its own policy regarding off-site activities. Many school-based programs allow meetings to take place only onsite; this makes screening and liability issues less

complex. Some programs allow field trips for groups of mentors and mentees, as long as parents/guardians sign a permission slip for each trip. A few programs do allow some off-site mentor and student meetings, but those programs must use the same comprehensive screening process as community-based mentoring programs.

Possible solution: Let the mentor know that he or she must adhere to the program's policy, which should have been written into the agreement the mentor signed during the application process. Strongly encourage the school to rigorously support the policy as well.

6. **The teacher or student complains that the student is missing lunch, recess, or essential class work to meet with the mentor.** It is best to avoid this problem by taking schedules and logistics into account as you are making the match decision. However, even if you were careful to do this, the student's schedule might have changed and created a problem.

   Possible solution: Find out from the teacher and student what will work best, and see if the mentor can meet at that time. You may need to do some negotiating to help solve this problem.

7. **The teacher seems unsupportive or resistant.** This is a major problem, discouraging even the most dedicated mentor.

   Possible solution: Find out why the teacher is unsupportive, and then do whatever is necessary to build support. Talk with the teacher about the purpose, structure, and goals of your program. If required, act as a mediator between the teacher and the mentor.

OTHER WAYS TO SUPPORT MENTORS

Checking in regularly to learn about the relationship and help with problem solving is one way that programs support their mentors. To help mentors succeed, and to help you retain mentors, you can also:

- Hold regular, optional support groups for mentors (although not too frequent, perhaps bimonthly) so they can discuss their problems and successes. If you have a number of mentors from one location—a business, a senior center, a military base, or a college—hold the meetings at that location, perhaps during lunchtime.
- Have trainings during the school year on information or skills the mentors have expressed interest in acquiring.
- Provide ongoing positive reinforcement. Do whatever you can to show mentors what they are accomplishing, including conveying positive feedback from the student, teacher, or student's parent/guardian.

In addition, there are many ways to recognize mentors for their contributions. You can publish a monthly or bimonthly newsletter that includes profiles of mentors and mentees and describes students' progress and accomplishments. (This is also good publicity for your program and something you can send to donors.) You can hold formal "appreciation dinners," potluck dinners, or picnics. You can privately recognize mentors' efforts by phoning or sending a note. However, it is important to remember that different volunteers like or do not like recognition. Some feel unappreciated without it. Others find it embarrassing. Get to know your mentors individually and develop a sense of what they would welcome.

WHAT HAPPENS WHEN THE SCHOOL YEAR ENDS?

School-based mentoring relationships generally have a defined length: the nine months of the school year. Ideally, some matches will begin to meet again during the following school year. In those cases, you should develop strategies for keeping the match alive during the summer, when the mentor and youth are not meeting. In many cases, however, the end of the school year will mark the end of the relationship, and it is crucial to ensure that the match is closed with the greatest possible sensitivity.

STAYING IN CONTACT DURING THE SUMMER

Programs have developed a variety of strategies to help mentors and students keep in touch during the summer, even when they do not actually speak with each other. For example, the mentor can:

- Give the student three or four addressed and stamped envelopes (or postcards) and ask him or her to write you a note or letter periodically during the summer
- Give the student a small notebook and ask him or her to write down thoughts and feelings to share when you meet in the fall
- If the student has a tape player, give him or her a tape of you reading a special story or a tape of favorite music the two of you have talked about
- Exchange photos with the student to serve as a reminder when you are not there
- Give the student a small pocket calendar and mark off the weeks until school reopens and you will see each other again

In addition, some programs allow phone contact during the summer; often, the phone calls are only allowed to be to the mentor's workplace. Some have a group picnic partway through summer for mentors, students, and students' families. However, explore liability issues before using either of these strategies.

CLOSING RELATIONSHIPS

Most school-based mentoring relationships will end when the school year ends. Plan carefully for closure. It is important to be sensitive to the possibility that the student

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will feel betrayed or deserted when the relationship ends, even if the scheduled ending had been discussed when the student was first introduced to the idea of having a mentor. Mentors should receive training in approaches for closing the relationship, and program administrators and school personnel should be prepared to cope with students' feelings of rejection when the mentoring relationship ends.

Programs have found that these steps can help close the relationship in as positive a way as possible. The mentor can:

- Let the student know a few weeks ahead of time when their last meeting will take place, and spend some time discussing how that will feel for both of you.
- Perhaps do a special activity together during the last meeting, give a small gift to the student (if the program allows it), or exchange photographs.
- During the final meeting, talk about how enjoyable the relationship has been for you. Tell your student about her or his great qualities: for example, creativity, sense of humor, hard work, and perseverance. Let the student know how those qualities and strengths will help throughout his or her life.
- Encourage your student to talk next year to a teacher, counselor, or school liaison if he or she wants to have a new mentor.

However carefully the relationship is closed, the process is still likely to be difficult. Students who are recommended for mentoring have often lost significant adults in their lives, and the end of the mentoring relationship may feel like an additional loss.

WORKSHEET #7: SUPERVISING THE MATCHES

1. Who will have primary responsibility for supervising the matches?

2. How will the supervisor make sure the pair is meeting?

3. How often will the supervisor check in with the mentor, the student, and the teacher? Will the supervisor also check in with the student's parent or guardian? Will the contacts be face-to-face or by telephone?

4. What questions will the supervisor ask to assess the progress of the match?

5. What steps will your program take to make sure that mentors and students feel comfortable initiating contact with the supervisor or school liaison if they feel they are having a problem.

6. How will you decide if a match needs to be closed before the end of the school year? What process will you use for closing it?

CONCLUSION: SOME SPECIAL CONSIDERATIONS FOR WORKING WITH SCHOOLS

> *I think I affect Randy. But I think I also affect the teachers and the principal.... Now, seeing Randy around more in the office and seeing that he's making an effort, and knowing that we have this relationship, I feel that [the principal's] attitude toward Randy... it's softer. I think the teachers and the staff see him a little bit differently and react differently to him when I'm around, or since I've been around.*
> —Mentor, Jacksonville, Florida

Mentors will feel more committed to their roles, and be less likely to leave the program, if they feel supported by the school. In addition, when they feel they are integrated into the school environment, they are able to accomplish more. A number of programs have found that their mentors have become valuable advocates for the youth. This most often takes the form of conversations with the teacher, where the two discuss the student's needs and strengths. But the advocacy can take many other forms. Mentors have become involved in parent-teacher conferences, attended school events with their mentees, and helped connect them with community resources. Because many of the youth who participate in the program have parents or guardians who are uninvolved with the school, the mentor becomes an essential adult voice advocating for the student.

You want your program, and your mentors, to be a strong and positive presence in the school. Accomplishing this requires an ongoing process of building and maintaining support from the school. There are two underlying guidelines to always keep in mind: schools require a lot of structure in order to accomplish their mission of educating children and youth, and they are always short on resources.

Organizations that have experience working with schools recommend the following practices for strengthening your partnership and your program's role in the school:

1. **Know the school culture, policies, and procedures.** Respect teachers' time constraints and need for structure and order. Develop a mentoring schedule that fits into the school-day structure. And obtain feedback from teachers and other school personnel early and often so you can make any necessary adjustments.

2. **Be sure your mentors are aware of, and sensitive to, the school culture.** Mentors should understand the procedures for using school property, honor the dress code, and understand whether, when, and how to access teachers. They should also know if there are any "unwritten rules" governing the space where they are meeting with the student. If, for example, they are meeting in

an empty classroom, what are the teacher's "rules" about using any equipment or materials in the room?

3. **Understand that school staff and administrators may have had negative experiences with previous outside programs.** At times, well-meaning groups and individuals approach schools with the intention of working with them, and then fail to follow through with, or fall short of, their original commitment. That, in turn, is likely to influence a school's attitude toward your mentoring program, and you may meet with resistance from some staff and administrators until your program has proven its reliability and value.

4. **Be aware of the existence of other outside programs in the school.** Be sure your mentoring program complements rather than duplicates existing programming. Being aware of and, where possible, collaborating with existing school-based programs makes it easier to integrate your program into the school and is likely to enhance your value.

5. **Provide a staff presence from your program at the school as often as your resources allow.** The person from your organization who is responsible for the day-to-day operation of the program might be called a program administrator, coordinator, supervisor, or case manager. Whoever it is, that person should be a regular presence in the school, including during times when teachers are free to have informal conversations.

6. **Remember that the program requires three-way communication among your organization, the school, and the mentor.** Be sure there is ongoing communication between your organization and the school. And have a clear system in place for notifying the mentor if the youth is not in school on a scheduled meeting date, for notifying the youth if the mentor has to miss a meeting, and for keeping the mentor informed about anything taking place at the school that she or he should know about. Be sure to provide the mentor with a school calendar.

7. **Address and resolve problems as soon as they arise.** As you work together to resolve problems, recognize and respect the validity of the school's experiences and points of view.

8. **Remember that partnerships between organizations often depend on particular individuals within each organization.** This is particularly true with schools, where a change in principals might require rebuilding the partnership. If the principal leaves, it is essential for you and the school liaison to meet with the new principal and talk about what the mentoring program has accomplished and what benefits the school has derived from it.

And, finally, review all evaluation findings with the school. Work together to use the findings to strengthen the program—and be sure to celebrate your achievements.

ADDITIONAL RESOURCES

EVALUATION FINDINGS

Big Brothers Big Sisters School-based Mentoring: Evaluation Summary of Five Pilot Programs By Thomas Curtis and Keoki Hansen-Schwoebel. December 1999. Philadelphia: Big Brothers Big Sisters of America. Available through BBBSA, 230 North 13th Street, Philadelphia, PA 19107. Phone: (215) 567-7000. E-mail: national@bbbsa.org.

Mentoring School-Age Children: Relationship Development in Community-Based and School-Based Programs By Carla Herrera, Cynthia Sipe, Wendy McClanahan. April 2000. Prepared for the National Mentoring Partnership's Public Policy Council. Philadelphia: Public/Private Ventures. Available through P/PV, 2005 Market Street, Suite 900, Philadelphia, PA 19103. Phone: (215) 557-4400. Or download the report from their Web site: www.ppv.org., or from the Web site of the National Mentoring Partnership: www.mentoring.org.

School-Based Mentoring: A First Look Into Its Potential By Carla Herrera. September 1999. Philadelphia: Public/Private Ventures. Available through P/PV, 2005 Market Street, Suite 900, Philadelphia, PA 19103. Phone: (215) 557-4400. Or download the report from their Web site: www.ppv.org.

EFFECTIVE PRACTICES

Combining Paid Service and Volunteerism: Strategies for Effective Practice in School Settings By Kathryn Furano and Corina Chavez. August 1999. This report includes information on effective practices for partnering with schools. Available through P/PV, 2005 Market Street, Suite 900, Philadelphia, PA 19103. Phone: (215) 557-4400. Or download the report from their Web site: www.ppv.org.

Jumpstarting Your Program-Part One of Strengthening Mentoring Programs By Linda Jucovy. April 2000. Northwest Regional Educational Laboratory (National Mentoring Center), Public/Private Ventures, Office of Juvenile Justice and Delinquency Prevention, and Big Brothers Big Sisters of America. This six-module training curriculum covers recruiting, screening, and matching mentors; building partnerships; fundraising; and evaluating outcomes. Available early 2001 through the National Mentoring Center at NWREL, 101 S.W. Main Street, Suite 500, Portland, OR 97204. Phone: 1-800-547-6339.

Organizing Effective School-Based Mentoring Programs National Association of Partners in Education, Inc. 1992. This manual provides comprehensive guidelines for developing school-based mentoring programs. Available through NAPE, 901 North Pitt Street, Suite 320, Alexandria, VA 22314. Phone: 703-836-4880. For ordering information, visit their Web site: www.partnersineducation.org.

Student Mentoring Northwest Regional Educational Laboratory. September 1998. This booklet outlines qualities of student mentoring programs and includes program profiles. Available through NWREL, 101 S.W. Main Street, Suite 500, Portland, OR 97204. Phone: 1-800-547-6339. Or download it from their Web site: www.nwrel.org/mentoring publications.

TRAINING MENTORS

Mentor Training Guide By Jay Smink 1999. A very detailed and well designed guide for training mentors. Available from the National Dropout Prevention Center, Clemson University, 209 Martin Street, Clemson, SC 29631. Phone: (864) 656-0136. Web site: www.dropoutprevention.org/.

How To Be a Great Mentor 1999. A guide produced by Kaplan, Newsweek, and the National Mentoring Partnership. Available through The National Mentoring Partnership. Phone: (202) 338-3844.

Mentor Training Curriculum 1991. National Mentoring Working Group, Washington, D.C. Available through The National Mentoring Partnership, phone: (202) 338-3844; or through the "Volunteer Marketplace Catalog", phone: 1-800-272-8306.

Training Mentors-Part Two of Strengthening Mentoring Programs By Linda Jucovy. April 2000. Northwest Regional Educational Laboratory (National Mentoring Center), Public/Private Ventures, Office of Juvenile Justice and Delinquency Prevention, and Big Brothers Big Sisters of America. A mentor training curriculum covering topics such as building trust and communicating with youth. Available early 2001 through the National Mentoring Center at NWREL, 101 S.W. Main Street, Suite 500, Portland, OR 97204. Phone: 1-800-547-6339.

Volunteer Education and Development Manual 1991. Big Brothers Big Sisters of America. A mentor training curriculum dealing with specific problem areas. Available through BBBSA 230 North 13th Street, Philadelphia, PA 19107. Phone: (215) 567-7000. E-mail: national@bbbsa.org.

WEB SITES

www.nwrel.org/mentoring
The National Mentoring Center at Northwest Regional Educational Laboratory: includes publications, a searchable lending library, links to dozens of online mentoring resources, and training information

www.mentoring.org
The National Mentoring Partnership: includes an online guide to help corporations become involved in mentoring programs. Also go to "For Schools: Ask an Expert" on their site for assistance from mentoring professionals.

www.partnersineducation.org
National Association of Partners in Education: includes resources, articles, and links focusing on effective partnerships.

APPENDIX: SAMPLE FORMS AND OTHER MATERIALS

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MEMORANDUM OF UNDERSTANDING

We are looking forward to a partnership with your school. This agreement between [name of your organization] and [name of school] specifies the expectations of the partnership. The partnership is in effect from [date] to [date].

PARTNERSHIP GOALS

[Name of your organization] and [name of school] agree to work together to:

-
-

ROLES AND RESPONSIBILITIES

[Name of your organization] agrees to:

-
-
-
-

[Name of school] agrees to:

-
-
-
-

FINANCES AND LIABILITY

[Name of your organization] agrees to:

-
-
-
-

(continued)

A1

FINANCES AND LIABILITY (continued)
[Name of school] agrees to:

-
-
-
-

EVALUATION
We agree to use these criteria to identify whether the partnership is achieving its goals:

-
-

[Name of your organization] will:

-
-

[Name of school] will:

-
-

COMMUNICATION
We commit to open and regular communications:

[Fill in details]

- [Who —name or job title— in each organization will be primarily responsible for the ongoing communication?]
- [How, and how often, will the communication take place?]

_____
Your organization (signature and date)

_____
School (signature and date)

BIG BROTHERS BIG SISTERS
Volunteer Application (general)

Full Name _____ Date _____

Gender _____ Race _____ Birth date _____

Social Security Number _____

Permanent Address _____

City _____ State _____ Zip _____

Home Phone Number _____ Work Phone Number _____

Job Title _____ Employer _____

Can you be contacted at work? _____ Business hours _____

Length of Employment (with current employer) _____

Education Completed: High School College Other (explain)

What motivated you to participate in the Big Brothers Big Sisters School-Based Mentoring Program?

_____

_____

_____

Can you meet with a child once a week during the school year?

_____

Do you have a preference as to:

- the grade level of your Little Brother or Sister? _____
- the race of a Little Brother or Sister? _____
- the gender of your Little Brother or Sister? _____

Would you be willing to work with a Differently Challenged Child? _____

What do you like to do during your leisure time? _____

_____

To what service or social groups to you belong?

_____

_____

Have you ever been convicted of a crime? _____ If so, please explain _____

_____

_____

Do you object to the agency running a criminal background check on you?

_____

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A3

Please list three references who have known you for more than one year. Print complete names, addresses, telephone numbers, and relationship for three people you authorize us to contact who would evaluate your qualifications as a volunteer. **Do not include more than one family member.**

1)
Name
Mailing Address/Zip Code
Phone Number
Relationship to you

2)
Name
Mailing Address/Zip Code
Phone Number
Relationship to you

3)
Name
Mailing Address/Zip Code
Phone Number
Relationship to you

Mentor Agreement

As a volunteer for the In-School Mentoring Program, I agree to the following:

- To attend a training session before beginning.
- To be on time for scheduled meetings.
- To notify the agency or school office if I am unable to keep my weekly meeting.
- To engage in the relationship with an open mind.
- To accept assistance from my mentee's teacher.
- To keep discussions with my mentee confidential.
- To ask for assistance when I need help with my Little Brother or Sister.
- To notify the agency of changes in my employment, address, and phone number.

Signature

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

BIG BROTHERS BIG SISTERS
Volunteer Interview Form (general)

1. Why do you wish to be a mentor?
2. Please describe yourself.
3. What are your strengths?
4. What are your weaknesses?
5. If you could change on thing about yourself, what would it be?
6. What do you like to do in your spare time?
7. Describe yourself as a child.
8. What are your experiences with children which will assist you in mentoring?
9. Describe your educational background (schools, degrees).
10. Describe your employment history (current & previous jobs, titles, & brief description of responsibilities).
11. Are you participating in the program with the full support of your employer?
    ____ Yes ____ No
12. Have you ever been arrested or convicted of a crime, misdemeanor, or felony?
    ____ Yes ____ No
13. Have you ever been investigated by the Department of Public Welfare for child abuse or neglect? ____ Yes ____ No
    If yes, explain:
14. What special qualities are you looking for in a mentee?
    Personality Race Intellect Age
    Other _____
15. For females: Would you consider a cross-gender match?
16. How would you feel about a child:
    lower economic family abused loud
    obese hyperactive poor hygiene
17. If you could recommend one book for a young person to read, what would that be?
18. Current & past participation in community activities (esp. youth-related)
19. Preferable days: 1st choice: 2nd choice:
    Any limitations:
20. Any other comments?

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

BIG BROTHERS BIG SISTERS
High School Mentor Interview Form

Mentor Name: Date:
Grade Level:

INTRODUCTORY OBSERVATIONS

How did you hear about the program?

Why do you want to be a mentor?

Why would you make a good mentor?

What do you expect to gain from the experience?

Any fears or concerns about the relationship?

(continued)

PRESENT CIRCUMSTANCES

Recent major life changes?

FAMILY HISTORY

Where were you born and raised?

How would you describe your relationship with your parents?

Father:

Mother:

How do you get along with your siblings?

EXPERIENCE

Best experience?

Worst Experience?

SELF-DESCRIPTION

What do you feel are your strengths?

(continued)

Your limitations?

Interests, hobbies, activities, recreation:

Personal goals?

Have you experimented with drugs or alcohol?

SOCIAL LIFE/SUPPORT NETWORK/SELF AS MENTOR

What do you do to socialize?

What qualities do you feel constitute a good friendship?

What makes you angry? How do you express anger?

Extra curricular activities:

Are you employed anywhere?

How do you see your role as a mentor?

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

Teacher/Support Staff Request For A Mentor

Requested By _____ School _____
Name of Teacher

Name of Student Needing Help _____ Grade _____

Student's personal interests/hobbies: _____

_____

_____

_____

Reason(s) why this youngster would benefit from the services of a mentor: _____

_____

_____

_____

Family relationships of interest to the mentor: _____

_____

_____

_____

List below some specific strategies the mentor might use to assist this student (e.g. talking, reading, listening, playing games, etc.): _____

_____

_____

_____

Additional comments: _____

_____

_____

_____

_____

_____

_____

Return this form to your principal prior to: _____
(Date)

(Used with permission from *Organizing Effective School-based Mentoring Programs*, National Association of Partners in Education, 1992.)

MENTORING PROGRAM
TEACHER/SUPPORT STAFF REFERRAL FORM

Student Name: Age:

School: Grade:

Requested By:

Name of teacher/support staff

Reason for referral:

Describe child's family:

Describe the student. Include strengths and weaknesses:

Describe successful strategies useful with this student:

Medical concerns of which Mentor should be aware, e.g. allergies:

Preferred times for Mentor to visit:

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

Parent Permission Letter
(place program contact information here)

Dear Parent,

Your child has been chosen to participate in the _____ Program offered through their school. In the program, your child will be matched with an adult volunteer mentor who will meet with them on the school grounds. The volunteer will act as a tutor in subjects specified by your child's teachers, as well as act as an adult role model and source of friendship and encouragement. The activities between your child and the mentor will be closely monitored and structured by the Case Manager in charge of the relationship. The school feels that your child will greatly benefit from having another positive adult role model in their life and hopes that the relationship will lead to increased academic performance, self-esteem, and emotional development.

The mentors that have volunteered for our program have been thoroughly screened and investigated by the school. We respect your role as a parent and will provide every opportunity for you to meet with the mentor and be involved in the development of their relationship.

As your child goes through the program, their teachers will monitor academic performance. All information gathered about the effect of the relationship on your child's school performance is strictly for the purposes of evaluating the program and will be kept confidential.

We feel that these caring adult volunteers will be making an excellent contribution to the quality of education in our school. If you would like for your child to participate in the program, talk about it with them. If they are comfortable with the idea of having a mentor, please grant your permission by signing below. One of our Case Managers will soon be in contact with you about your child's new mentor.

Thank you for your time. We hope this program will be of great benefit to everyone involved.

Sincerely,

School Principal

I give permission for my child, _____, to participate in the mentoring program at their school. I understand the nature and rules of the school's mentoring efforts and reserve the right to withdraw from the program at any time.

_____ _____

(parent/guardian) ***(date)***

(Developed by the National Mentoring Center, 1999)

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EDS EDUCATION OUTREACH
MENTOR/VOLUNTEER PROCEDURES

In order to participate in the EDS School Partnership Mentor Program, you must adhere to these procedures at all times.

SCHOOL RULES

The school has rules to ensure compliance with a myriad of federal, state and local laws and regulations and school board policy. The rules also are designed to protect and enhance the safety and well being of all individuals on the school campus. Follow the school rules at all times, no matter what your opinion of them.

MEETING WITH STUDENTS

1. All meetings and/or activities with students MUST take place on the school campus, or as part of a school-sponsored field trip.

2. All activities with a student or students must take place in a room with an open door or on the school grounds in sight of school staff representatives.

3. Off campus contact is strictly prohibited unless it is under the direct supervision of school officials or with the student's parent(s).

4. Never give a student your home phone number.

5. Each time you visit the school, check in with the school's administration office. In addition, please sign the EDS log book. Check with your EDS Partnership Coordinator to find out the log book's location at the school.

6. While on school property, ALWAYS wear your EDS identification badge so that it is clearly visible.

TRANSPORTATION

Transporting a student in your personal car or EDS vehicle is strictly prohibited. Students must be transported in a school district bus (field trips), in a school official's vehicle or in a parent or legal guardian's vehicle. Do not put yourself in the position of being alone with any student in any vehicle.

PHYSICAL CONTACT

Many of the children we work with have a strong need and desire for positive physical contact with caring adults. You are encouraged to be a positive role model, however, your physical contact should be limited to holding a hand, giving a soft pat on the back or the sharing of a hug in full view of other school officials. Remember that what you see as simple, friendly affection between the student and yourself may be viewed as something entirely different by someone else.

CONFIDENTIALITY

All information you are told about your student is confidential and sharing that information with others may be a violation of the law. Do not allow yourself to make a promise to a student that you will keep confidential information secret. Tell the student that they are free to share confidential information with you, however, there are certain things that you are required by law to tell the principal. There are exceptions to this requirement of confidentiality, and it is critical, not only for the welfare of the student, but also to protect yourself from violating the law, that you adhere to these exceptions:

1. If a student confides that he or she is the victim of sexual, emotional or physical abuse you MUST notify the student's principal immediately. In some states, for example Texas, you may also be required to notify the appropriate agency and may be subject to criminal prosecution if you do not.

   Make a note on your calendar of when this information was reported and to whom it was given. Remember, this information is extremely personal and capable of damaging lives, so DO NOT share it with anyone except the appropriate authorities. This includes your best friend!

2. If a student tells you of their involvement in any illegal activity you must tell the principal immediately. Again, make a note on your calendar of when this information was reported and to whom it was given.

SUMMARY

These procedures are designed to protect the students from harm and to prevent even the appearance of impropriety on the part of EDS and the individual mentors, volunteers, students and schools participating in the EDS School Partnership Program. One accusation could, at the very least, seriously damage the reputation of all of those participating and endanger our entire Education Outreach program.

Please know that we appreciate your participation in the EDS Education Outreach Program and that we appreciate your adhering to these procedures. If you have any additional questions call Education Outreach at (214) 490-2429.

I have read, understand and agree to strictly abide by the EDS Mentor/Volunteer Procedures. I understand that failure to adhere to these procedures may result in my removal from participation in the partnership program.

Signature _____

Print Name _____

Date _____

(Used with permission from *Organizing Effective School-based Mentoring Programs*, National Association of Partners in Education, 1992. Developed by EDS School Partnership Mentor Program, Dallas, Texas)

BIG BROTHERS BIG SISTERS
Volunteer Ground Rules:
School Mentoring Program

1. I understand that seeing my Little Brother/Little Sister consistently is one of the most important things I can do as a Mentor: therefore, I will see my Little one hour per week.

2. I understand that all contact with my Little is restricted to school grounds.

3. I understand that the relationship between my Little and me is a one-to-one relationship.

4. I understand that I might be privy to personal information about my Little and family members which I will keep confidential.

5. I will maintain regular contact with the Big Brothers Big Sisters Mentoring Coordinator by responding to calls and letters.

6. If a problem arises in my match relationship, or if my place of employment, residences, or telephone number changes, I will notify the Big Brothers Big Sisters Agency immediately.

7. I understand that I will be asked to participate in a program evaluation.

8. I will adhere to school procedure for match visits, including verifying my Little's attendance on match visit days and contacting the school counselor if I am unable to meet with my Little.

Mentor Signature: Date:

Mentoring Coordinator: Date:

Although our focus is on the Little, please, remember that the staff at BBBS is here for you, our volunteers, also. Please, do not hesitate to call us if you have any questions or concerns, no matter how small they may seem to you.

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*.1999)

"GOING TO BAT FOR TULSA KIDS"
TULSA PUBLIC SCHOOLS
MENTOR PROGRAM

MENTEE CONTRACT

Date _____ 19____

I, _____, agree to participate in the Tulsa Public Schools' Mentor Program and agree to:

1. Meeting with my mentor once a week.
2. Notify my contact person if I cannot meet with him/her for any reason.
3. Talk about mentoring activities with my parents and my school counselor.
4. Attend all required program activities.
5. Communicate with the school counselor if I feel uncomfortable or experience problems during the program.
6. Abide by the rules and regulations of the school and the program.

_____
Student Signature

_____
Date

(Used with permission from *Going to Bat for Tulsa's Kids: A Handbook for Establishing a Mentor Program for the 90s*. Tulsa Public Schools Mentor Program)

STUDENT PROFILE

Name: _____

Teacher's Name: _____ Grade _____ Age _____ Birthday _____

How many brothers & sisters do you have? _____

Where were you born? _____

What type of music do you like? _____

What is your favorite TV show? _____

What is your favorite food? _____

What is your favorite subject in school? _____

What subject to you like least? _____

Would you like extra help with your school work? _____

If so, in what subjects? _____

What job or career do you want to pursue? _____

What sports do you like? _____

What sports do you play? _____

What other activities do you like to do? _____

Is there a game, sport or activity that you would like to learn? If so, please list them: _____

_____

Three things that I really like about myself are: _____

_____

I''m really good at: _____

I hope that my mentor will: _____

I want to have a mentor because: _____

(Used with permission from *The Richland School District One Mentoring Program Guide*, Richland One Mentoring Program)

BEST COPY AVAILABLE

Mentee Academic/Social Profile

Name: _____

Home Address:

_____

City: _____ State: _____ Zip: _____

Home phone: _____

Male/Female: _____ Ethnicity: _____

School: _____ Grade: _____

School phone: _____

Parents/Guardians: _____

Parent/Guardian phone: _____

Emergency contact: _____

Emergency phone: _____

Hobbies/Interests:

_____

_____

_____

_____

Career interests:

_____

_____

_____

Academic Profile:

Subjects needing help in (circle all that apply):

Reading Science Math Social Studies Physical Education

ESL Foreign Language Composition Other:_____

Grade Point Average/Recent test scores:

_____

_____

Other academic issues (attendance, discipline problems, etc.):

_____

_____

_____

Match Criteria

Times available for meeting with mentor:

_____

_____

_____

Desired mentor characteristics: _____

_____

_____

_____

Other obligations (employment, family, religious, etc.):

_____

_____

_____

_____

(Developed by the National Mentoring Center, 1999)

Mentor Profile Sheet

Name: _____

Home Address:

_____

City: _____ State: _____ Zip: _____

Home phone: _____

Male/Female: _____ Ethnicity: _____

Employer: _____

Work phone: _____

References/Contacts:
Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

Hobbies/Interests:

_____

_____

_____

_____

Times available for meeting with mentee:

_____

_____

_____

Desired mentee characteristics:

_____

_____

_____

Other obligations (employment, family, religious, etc.): _____

_____

_____

_____

Matched with: _____

Date of match: _____

Match supervisor: _____

(Developed by the National Mentoring Center, 1999)

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EDS MENTOR PROFILE

(Please type or print)

Name _____

eMAIL ID (if different than above) _____

EDS Address _____ Mail Stop _____

_____

Division _____ Phone _____

Manager _____ Hire Date _____

SBU/SSU Leader _____

EDUCATION

☐ High School Diploma ☐ GED City & State _____

☐ College City & State _____ Major _____

☐ Grad. City & State _____ Major _____

Are you a certified teacher? ☐ Yes ☐ No

If yes, in which state are you certified? _____ Cert. Current? ☐ Yes ☐ No

GENERAL INFORMATION

Skills or Special Talents _____

_____

_____

Hobbies/Interests _____

_____

_____

Experience working with children/youth _____

_____

_____

Do you prefer working with a particular grade level?

☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

For Use by Education Outreach Only:

Assignment Information

Student Name	Grade	Code	Birthday

☐ Active ☐ Inactive

Can you allocate time:

- ☐ Before school starts in the morning?
- ☐ During lunch hour?
- ☐ Immediately after school?
- ☐ During regular school hours?
- ☐ After 5:00 p.m.?
- ☐ Saturday or Sunday?
- ☐ Other (please explain) _____

Please answer YES or NO to each of the following:

Yes	No	
☐	☐	I am willing to be interviewed as part of the process.
☐	☐	I prefer working with a quiet, reserved child.
☐	☐	I prefer working with an active, outgoing child.
☐	☐	I am comfortable working with at-risk and gifted children:
☐	☐	I would prefer an at-risk child.
☐	☐	I would prefer a gifted child.
☐	☐	I need to know more about working with at-risk children.
☐	☐	I need to know more about working with gifted children.
☐	☐	If necessary, I can work with more than one child.
☐	☐	I can speak to groups or classes.
☐	☐	I am comfortable conducting meetings.
☐	☐	I prefer to work with a student from a specific ethnic group. If yes, please specify ethnic group. _____
☐	☐	I speak a foreign language. If yes, please specify. _____
☐	☐	I have spoken with my manager about my participation.

Other Preferences _____

General Comments _____

_____

PLEASE READ CAREFULLY BEFORE SIGNING BELOW.

EDS Education Outreach appreciates your interest in becoming a mentor and role model to children. By signing below, you attest to the truthfulness of all information listed in this profile and agree to abide by the EDS Education Outreach Mentor/Volunteer Procedures.

I have not been convicted of a felony or of any offense involving drugs, child abuse, sexual abberation or moral turpitude.

Signature_____

Print Name_____

Date_____

(Used with permission from EDS Education Outreach, Dallas, Texas)

BIG BROTHERS BIG SISTERS
Match Profile

Client's Name: Mentor's Name:

School: Counselor:

Match Date:

Meeting Times:
Spring '99:_____
Fall '99:_____
Spring '00:_____

Summary of Client's Interests/Preferences:

Summary of Mentor's Interests/Preferences:

Summary of Common Interests/Preferences:

Summary of Mentor's Skills, Strengths, and Resources to Assist Client:

Additional Comments:

Mentoring Coordinator:

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

BIG BROTHERS BIG SISTERS
Match Plan

LB/LS Case Manager

BB/BS Date of Match

OUTCOMES FOR CHILD

Self-Confidence Social Competence Caring

ASSETS TO BE DEVELOPED

Self-confidence	☐	School attendance	☐
Shows trust towards you	☐	Able to express feelings	☐
Uses school resources	☐	Respects other cultures	☐
Can make decisions	☐	Uses community resources	☐
Relationship with family	☐	Has interests or hobbies	☐
School performance	☐	Relationships with other adults	☐
Sense of the future	☐	Able to avoid substance abuse	☐
		Able to avoid early parenting	☐

STRATEGIES FOR MATCH (Conversations, opportunities, activities)
What the volunteer will Say and Do:

SUCCESS INDICATORS

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

ICE BREAKERS

One of the most important meetings the mentor/mentee will have is the first one. This is a critical meeting and may set the mood for ones to follow. It is important to get off to a good start. Following are some suggestions a mentor might consider to ensure a successful relationship.

SUGGESTIONS FOR INITIAL MEETING:

1. Have the student take you on a tour of the building and introduce you to teachers who are not in class at that time.

2. Ask leading questions like:

   What would you do if you just won $1,000,000.00?

   If you were suddenly 21 years old what would you do?

3. Tell about yourself and share something special with the student.

4. Use the student profile sheet as a resource tool.

5. Discuss what kind of things you can do together.

SUGGESTIONS FOR LATER MEETINGS:

1. Bring a game you might both enjoy.

2. Read a magazine article or look for books while visiting the school library.

3. Some topics for discussion are music, fashion, sports, hobbies, family, movies, travel, school, friends, favorite things, favorite subjects and teachers.

4. At later meetings get input from the students as to how you may help.

(Used with permission from *Going to Bat for Tulsa's Kids: A Handbook for Establishing a Mentor Program for the 90s*. Tulsa Public Schools Mentor Program)

YouthFriends·

GETTING TO KNOW YOU SURVEY

A great way to get acquainted with your YouthFriend is to do a get acquainted survey together. This is a fun ice breaker and you can learn a lot about your YouthFriend. Your YouthFriend will enjoy learning about you too.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

Your name _____ Grade_____ Age___ Teacher_____

1. What is your middle name?
2. When is your birthday?
3. What is your favorite song?
4. Who is you favorite singer or group?
5. What is your favorite color?
6. How many brothers and sisters do you have?
7. What are their names?
8. What is your favorite TV show?
9. If a genie granted you one wish, what would it be?
10. What is your favorite food?
11. Do you have any pets? What kinds? What are their names?
12. Who is your favorite movie star?
13. Do you write with your right hand or left hand?
14. What is your favorite subject in school? Why?
15. What is your least favorite subject in school? Why?
16. What subjects in school would you like to take? Why?
17. Do you have a nickname? What is it?
18. What is your favorite movie?
19. What is your favorite sport?
20. If you could be any kind of animal, what would you be and why?
21. Do you have a hobby?
22. Who is your favorite athlete?
23. What is your favorite book or magazine?
24. What career do you want when you start working?
25. What college would you like to attend?

Used with permission from *Youth Friends Operation Manual*, Youth Friends, 1999

Guidelines for Goal-Setting

One of the most important areas in which the mentor can assist the student is in setting short- and long-term individual goals. There are several things to consider before beginning the task of goal setting with your student:

1. Time must be spent with your student in establishing a relationship of trust and confidentiality before goal-setting should be attempted.

2. Involve your student in the setting of goals. Each goal must be articulated by your student with your guidance. It must be his or her goal, not yours.

3. A short term goal which can be immediately achievable by your student is a good starting point (i.e., a short term goal could be to complete all math homework assignments for the next week).

4. Goals must be specific and measurable (i.e., Joe will complete and turn in all math assignments for the next week).

5. To assure that your student will attempt to meet the goal, your student needs to make a comitment to you to carry out the goal (i.e., a handshake, a written agreement, etc.).

6. If your student fails to achieve his or her goal, the following points should be examined:

    * The goal may have been too difficult for the student to achieve.

* The goal may have been developed without the active involvement and commitment of the student.

* The student may be fearful of achieving a goal. Many "at-risk" students believe themselves to be "losers" and become accustomed to making poor choices which reinforce their negative self-image.

A long term goal may need to be articulated before a short term goal can be explored with a student. A student may not see the need to work toward a short term goal unless the student sees the relationship of the short term goal to a long term goal (i.e., graduating from high school may be the motivating factor to help a student work toward short term goals such as completing homework, attending classes regularly, etc.).

(Used with permission from *Organizing Effective School-based Mentoring Programs*, National Association of Partners in Education, 1992)

BIG BROTHERS BIG SISTERS
Youth Satisfaction

NAME: DATE:

1. Did we make a good choice in matching you? Why or why not?

2. What did you like best?

3. What did you like least?

4 What would you like to change about the program if you could?

5. What activities would you like to do at school with your Big Brother/Sister?

(Adapted form Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

BIG BROTHERS BIG SISTERS
Youth Questionnaire

Name: _____ Match ID:
Little Brother or Little Sister

Date:

We want you to tell us a few things about what you feel about your Big. We will not tell anyone what you said without asking for your permission.

Since I was matched with my Big	Much Better	A Little Better	About The Same	A Little Worse	A Lot Worse
My grades are:					
My interest in school is:					
I get along with everyone at home:					
My friendships are:					
My wanting to learn new things is:					

Overall, what do you think about your Big?

_____

_____

What do you like most about your Big?

_____

_____

What sort of things might you want to change about your relationship with your Big?

_____

_____

Is there anything else you want to tell me about your experience with your Big?

_____

_____

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

BIG BROTHERS BIG SISTERS
Volunteer Satisfaction

NAME: _____ DATE:

1. Did we make a good choice in matching you? Why or why not?

_____

_____

2. What did you like best?

_____

_____

3. What did you like least?

_____

_____

4. What would you like to change about the program if you could?

_____

_____

5. What activities would you like to do at school with your Little Brother/Sister?

_____

_____

6. Since being matched, in what areas has your Little Brother/Sister improved:

- ☐ School grades
- ☐ School attendance
- ☐ New interests/experiences
- ☐ Relations with friends
- ☐ Relations with family
- ☐ Teacher relations
- ☐ Self-esteem
- ☐ Other: _____

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

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BIG BROTHERS BIG SISTERS
Volunteer (or Teacher, or Parent)
Report on the Match

Volunteer's Name:_____ Match ID: Date:

INSTRUCTIONS:

This form is used to report changes you have observed in the young person you are mentoring (or your student who is being mentored, or your child who is being mentored).

The following definitions are offered to clarify the items on the second page of this form. Note that these items are somewhat general. You're encouraged to report on your own specific observations within the general meaning of these definitions. Any questions should be referred to your case manager. If you feel you do not have enough information based on your interactions with the young person you're mentoring, mark "Don't Know" as necessary.

GOAL AREA #1: CONFIDENCE

1. Self-confidence —A sense of being able to do or accomplish something.
2. Able to express feelings —Is able to reveal, talk about, or discuss feelings.
3. Can make decisions —Thinks before acting and is aware of consequences of behavior.
4. Has interests or hobbies —Pursues activities such as reading, sports, music, computers, etc.
5. Personal hygiene, appearance —Dresses appropriately and keeps self neat and clean.
6. Sense of the future —Knows about educational and career opportunities.

GOAL AREA #2: COMPETENCE

7. Attitude toward school - Is positive about going to school and about what can be learned in school.
8. Uses school resources - Uses the library, guidance counselors, tutorial centers.
9. Uses community resources - Partakes in service activities, libraries, recreation, church/other faith-based activities.
10. School performance - Makes good grades or improves grades.
11. Able to avoid delinquency - Refrains from behaviors that are illegal for person of his or her age.
12. Able to avoid substance abuse - Doesn't use illegal or harmful substances (e.g., drugs, alcohol, tobacco).
13. Able to avoid early parenting - Doesn't engage in sexual behavior likely to result in early parenting.

GOAL AREA #3: CARING

14. Shows trust toward you - Isn't reluctant to confide in you, to accept your suggestions.
15. Respects other cultures - Doesn't stereotype or put down other ethnic, racial, language, or national groups.

16. Relationship with family - Interacts well with other family members.
17. Relationship with peers - Interacts well with persons of own age.
18. Relationship with other adults - Has good interactions with other adults who are not family members.

Volunteer (or Teacher, or Parent) Report on the Match

How would you describe any changes in the following areas over the past months?

	Much Better	A Little Better	No Change	A Little Worse	Much Worse	Don't Know	Not a problem
CONFIDENCE							
1) Self-confidence							
2) Able to express feelings							
3) Can make decisions							
4) Has interests or hobbies							
5) Personal hygiene, appearance							
6) Sense of the future							
COMPETENCE							
7) Attitude toward school							
8) Uses school resources							
9) Uses community resources							
10) School performance							
11) Able to avoid delinquency							
12) Able to avoid substance abuse							
13) Able to avoid early parenting							
CARING							
14) Shows trust toward you							
15) Respects other cultures							
16) Relationship with family							
17) Relationship with peers							
18) Relationship with other adults							

COMMENTS:

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

NOTE: The same form can be used with: 1) teachers to report on each of their students who is being mentored, and 2) parents/guardians to report on their child who is being mentored.

BIG BROTHERS BIG SISTERS
School Satisfaction
Evaluation of School-based Mentoring Program
School Personnel

1. Respondent (optional)-circle one:

   Administration Counselor Teacher Other

2. From your perspective, how would you rate the Big Brothers Big Sisters Mentoring program this year?

   Not worth the trouble Needs improvement Okay Good Excellent

Please explain your answer:

_____

_____

_____

_____

3. What specific suggestions would you make to strengthen the program next year?

_____

_____

_____

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 199?)

BIG BROTHERS BIG SISTERS Corporation Form

1. Has allowing your employee to leave during the day been an imposition to the work flow of your department? Yes_____ No_____

Comments: _____

_____

2. Has your employee's participation in the Mentoring Program affected his or her productivity at work? Yes, in a positive way_____
Yes, in a negative way_____ No change_____

Comments: _____

_____

3. Have you seen any positive changes in your employee's morale or interactions with co-workers which might be attributable to his or her participation in the Mentoring Program? Yes_____ No_____

Comments: _____

_____

4. Does your employee appear to have more energy on the days he/she uses this flex time? Yes_____ No_____

Comments: _____

_____

5. Would you permit employees to participate in the Mentoring Program in the future? Yes_____ No_____

Comments: _____

_____

Comments in general:

_____

_____

_____

Employee's Name Supervisor's Name

Thank you for your time in answering this survey!

(Adapted from Big Brothers Big Sisters of America. *School-based Mentoring: Elementary Lessons*. 1999)

16 (Sixteen) Tips to Successful Mentoring

Tip 1:
USE POWERFUL STATISTICS TO TELL YOUR STORY

Mentoring - The Quiet Revolution
-Source: Newsweek/Kaplan Publication
"How To Be A Great Mentor", 1999

5 MOST PREVALENT PROBLEMS FACED BY YOUNG PEOPLE TODAY

- Negative feelings about themselves
- Poor relationships with family members
- Poor grades
- Hanging out with the wrong crowd
- Getting in trouble at school

-Source: The Commonwealth Fund 1998

YOUTH RELATED PROBLEMS AND ISSUES

- Peer Pressure
- Substance Abuse
- Sexuality and teenage pregnancy
- Child abuse and family violence
- School safety and violence
- Depression and suicide
- Nutrition and health care
- Social and time management
- Career exploration and part time work

-Source: Mentor Training Curriculum, 1996
National Mentoring Partnership

BUFFERS OR PROTECTIVE FACTORS

"the more you have, the better off you are"

700 children born in Hawaii - 1955-1995; Multiple risk factors at birth; approximately one half of babies considered at "high risk"; 70 grew up in healthy ways and developed NO severe problems. Why? Able to engage several sources of support for themselves. Over 80% of original group bounced back. Why? SOMEONE - an adult or peer reached out with the message: YOU COUNT and it doesn't matter what you've done in the past!

-Source: Emmy Warner and Ruth Smith

STARTING MENTORING AT AN EARLY AGE

80% of first grade students feel good about who they are.
20% of sixth graders feel good about themselves.
5% feel good about themselves by the end of high school.

-Source: Roland Barth
"Improving Schools From Within"

ELEMENTS OF RESILIENCE

To overcome adversities, youth draw from three resources. One is I HAVE:

1. People around me I trust and who love me, no matter what.
2. People who set limits for me so I know when to stop before there is danger or trouble.
3. People who show me how to do things right by the way they do things.
4. People who want me to learn to do things on my own.
5. People who help me when I am sick, in danger, or need to learn.

-Source: I Am, I Have, I Can
Edith Grotberg, 1995

SURVEY PARENTS

- 25% of parents ignore or pay little attention to how their children fare in school.
- 1/3 of students across economic classes say their parents have no idea how they are doing in school
- 1/2 of parents do not know their children's friends, what their kids did after school or where they went at night.

LIVING IN AFFLUENT SUBURBS

Suburban kids are almost as likely as those in violent neighborhoods to report what sociologists can "parent absence" - lack of a mother or father who is approachable and attentive; who sets rules and enforces consequences

-Source: Laurence Steinberg
Psychology Professor, Temple University

Mentoring: A Classic Way To Help Children Avoid Risky Behavior As Teens

A twelve-year study of students in grades one through six (Seattle) proves that fostering self-esteem through love of learning can help prevent risky behavior during the vulnerable teen years.

High school attendance and performance were improved among adolescents who had been encouraged during the younger grades by teachers and coaches.

With just a little help, youngsters will turn away from substance abuse and other dangerous conduct.

-Source: Barry R. McCaffrey, Director
Office of National Drug Control Policy
May 1999

Tip 2:

GETTING STARTED: MAKE SURE EVERYONE IS INVOLVED AT AWARENESS STAGE AND APPROVES

Garner support from the most important people

- School Board members
- Superintendent of Schools
- School administrators, principals, guidance counselors, social workers, psychologists, nurses, teachers
- Parents
- Community members
- Top officials of business, civic groups, senior citizen agencies, Chamber of Commerce
- Current partners
- Union officials
- School PTO/PTA Councils
- Advisory Boards & Juvenile Justice Authorities
- Local Churches
- State and Municipal Employees

Tip 3:

SELECT THE RIGHT SCHOOL DISTRICT AND SCHOOL

- Look for an outstanding educational leader, the principal.
- Make sure the staff is cohesive.
- Make sure that the secretary in the main office is friendly and helpful.
- Unwilling schools should be put on a "waiting list".
- Check to see if Board of Education is willing to craft a written policy on mentoring and have it approved at a public meeting of the Board.
- Ask for school liaison to run the program at each school and obtain help from attendance office.
- Ask school district to pay for background checks. They do for their own staff. This is a partnership, not a one way street.
- Flexible scheduling at mentor/mentee meetings.

Tip 4:

ASSESS THE NEED FOR MENTORING

- Gather school demographics and drop out statistics.
- Questionnaires and focus groups.
- Interviews by telephone and in person.
- Attend a staff meeting - late in the week!!! and ask teachers to identify children in their class who meet the criteria. Many fingers will emerge!

Tip 5:

RECRUIT LOTS OF MENTORS

Corporate employees	Retirees
Fraternal, social and civic organizations	
Junior League	Alumni Associations
Clergy and Church groups	Small Business
Fire and Police Departments	Government
Municipal employees	Professionals
Banks	Hospitals and health facilities
Higher Education	Bus Drivers
Health agencies	League of Women Voters
IRS/FBI	Hotels
Insurance companies	United Way
Labor Organizations	Media Senior Citizens

Tip 6:

ALWAYS ASK FORMER PARTNERS TO JOIN FIRST

Most school districts have had active school business partnerships, often called Partners In Education or Adopt-A-School programs for some time. These groups should be the first whom you approach and invite to go the next step - become a mentor!

Tip 7:

FIND OUT WHAT REQUIREMENT THE SCHOOL DISTRICT HAS FOR SCREENING

Many school districts have strict policies which apply for all volunteers. All have insurance policies which cover volunteers. Many require tuberculin tests in addition to background checks. Be safe - ask first.

Tip 8:

SCHOOL STAFF IS RESPONSIBLE FOR ORIENTATION AND SHARES TRAINING

The best way to empower staff to want to be a part of a mentoring program is to involve them. The school should host the first orientation to the building in order to introduce staff to the mentors.

The staff - especially social workers, guidance counselors, the principal and psychologist along with the drug abuse educator and police officer should share in the presentations during training. They are the experts and will love to participate.

Tip 9:

MATCHING AND PARENT PERMISSION ARE REQUIRED

A team which includes the principal, school liaison, teacher, social worker and guidance counselor should review all teacher recommendations for youngsters who qualify for the program and decide the priority list. Youth who have not been "pulled out" for other services are potential candidates. Most programs do not expect mentors to work with difficult students - with discipline problems or learning disabilities. Even though these youngsters can benefit greatly from mentoring, the average mentor does not have the training necessary to carry out the task effectively.

Getting parent permission for the program is often difficult and time consuming. Many schools have outreach workers who are willing to go to parent homes and obtain the written signature on the spot.

Parents whose first language is other than English should receive all materials in the native language.

Big Brother/Big Sister agencies refer to Case Workers. This term has a different meaning in schools. School and Company liaisons are far more attractive names in school settings.

Tip 10:

ON-GOING SUPPORT IS CRITICAL TO SUCCESS

Mentors can not work in a vacuum. They need on-going support in order to be successful and effective. The best approach is through:

- Brown bag lunches (four times/year)
- Notes to teachers
- Telephone calls to school personnel
- Personal conversations with school staff about how a student is doing and what additional strategies can be implemented.
- Teacher/mentor conferences

If a student is sick, the school's attendance office must notify the mentor not to come that day. If the mentor is sick, ask the school to DELIVER YOUR FAX to the mentee. The youth love this method!

Tip 11:

CAN ONE HOUR A WEEK MAKE A DIFFERENCE?

You bet! And furthermore, when mentors have to return to their job at the end of the hour, it teaches children about work ethic and responsibility. The youth need to return to their jobs, too - and that is school.

BENEFITS OF MENTORING TO MENTORS

"Managing people is where you have gotten your feelings of success, and mentoring people is where you have gotten your feelings of significance and satisfaction."

- Source: Bobb Biehl

BENEFITS TO BUSINESS - small and large

EMPLOYEES:

- return to work happier; increase in morale;
- more appreciative of youth from diverse backgrounds
- feel better about themselves for having impacted a child's life
- improve understanding of school system
- better able to relate to children
- learn more about themselves; work longer hours
- improve own values and belief system
- increase own sense of responsibility
- get along better with own spouses, children and significant partners
- accept more challenges at work and home

BUSINESS:

- improves its image in the community
- increases community awareness of its mission

-Source: Mentor Consulting Group

COMMONWEALTH FUND SURVEY 1998

4 out of 5 mentors:

- feel they were a better person
- increased patience
- gained friendships
- felt they were effective
- learned new skills such as listening

POINTS OF LIGHT FOUNDATION AND CONFERENCE BOARD STUDY

Responses from 454 companies:

Vast majority of company executives believe that volunteering helps them to reach their strategic goals; 90% said program helps to attract better employees; 86% strongly agree that volunteer activities improve company's public image.

CARNEGIE CORPORATION TASK FORCE ON YOUTH DEVELOPMENT AND COMMUNITY PROGRAMS

Teenagers in focus groups were asked:
"What do you want most in your free time?"
Answer:
"Long talks with trusting and trustworthy adults who know a lot about the world and who like young people."

Louis Harris Poll - 1989
400 high school juniors and seniors

- 73% reported their mentors helped them raise their goals and expectations
- 59% improved their academic performance
- 87% benefited in some way from their mentoring relationship

Step 12:

THE FAMILY HAS A ROLE

The family can play a very important role in the partnership of mentoring. Invite the family to participate in events at school, usually four evenings each year. School and program staff invite mentors, youth and families to join together. Offer free transportation and food and the invitation will be very inviting. Have a non-threatening activity like square dancing or Bingo. Set aside a specific part of the evening to introduce a topic such as:

- how to instill self -esteem in young people
- how to improve reading and setting up a reading corner at home
- techniques to get involved at school
- problem solving session
- how to resolve conflicts
- how parents can reenter the job market
- complete a high school diploma (GED)
- help with application process for college
- assertive discipline

Step 13:

MENTORS NEED TO BE THANKED

- Mentor tents and pins
- Appreciation breakfasts, lunches and dinners
- Articles in local press regularly
- Mentor testimonies in brochures and newsletters
- Notes of appreciation from school and district
- Birthday cards
- Ongoing training
- Year end recognition event with Superintendent
- Flyers in Chamber of Commerce mailings

Step 14:

THE CORPORATION HAS A ROLE

The corporations involved in the program should:

1. Obtain top management endorsement for the program.
2. Get management involved.
3. Recruit and screen all employees who will be participating in the program.
4. Ensure released time from all supervisors for mentors who will leave the workplace.
5. Serve on the program's Advisory Council.
6. Assign one person to be the corporate liaison.
7. Plan holiday parties and year end events.
8. Feature testimonies in employee newsletters, bulletins and annual reports.
9. Display photographs of mentors and mentees in prominent place in lobby.
10. Replace mentors who leave the company due to transfers and down sizing.

Step 15:

SUMMER IS A TIME TO RELAX

This is a site based program. At the end of the year, say good bye to your mentee for the summer. Consider the following activities until you see each other again:

- Address and stamp 3-4 envelopes to yourself. Give them to your mentee and ask each to write you a note or letter or draw a picture and put it in the mailbox.
- Swap photos.
- Buy your mentee a small journal or notebook. Write down thoughts and feelings which they might share when the summer is over.
- Provide a calendar and determine how many weeks it is until Fall and you will see each other again.

Step 16:

Put "FUN" IN FUND RAISING

- Secure a line item for Coordinator in the Board of Education budget. This is a partnership.
- Establish 501(C)3 tax exempt scholarship fund for post secondary education (Dollars for Scholars)
- Sale of youth-designed holiday and note cards
- Wishing Wells in local stores
- Grants and awards from private foundations
- Reposition Priority School District, drop out prevention and drug resistance funding
- Become a United Way donor designee
- Corporation sponsorship for year end events

Used with permission from: Dr. Susan G. Weinberger, President
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NATIONAL

MENTORING

CENTER

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